DOCUMENT RESUME

ED 036 666 AA 000 504

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TITLE	Sharing Educational Services. PREP-XIII.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Information Dissemination.
REPORT NO	PREP-13
PUB DATE	[69]
NOTE	89p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.55
DESCRIPTORS	*Cooperative Programs, Educational Opportunities, Educational Quality, Improvement Programs, *Rural Education, *Rural Schools, *Shared Services
IDENTIFIERS	*Putting Research into Educational Practice (PREP)

ABSTRACT

The focus of this report is on shared services in the rural setting. The kit contains three documents of useful information for any school planning a shared service activity to improve rural education. 13-A identifies 215 shared services in 50 states along with an indexing of each service by subject area and by state. 13-B is a series of 10 information sheets on selected shared services containing interesting facts about the service and identifies the sites of exemplary services. Additional information of these services may be obtained from Dr. Jongeward at the Northwest Regional Educational Laboratory. 13-C lists current related documents available from Educational Resources Information Center (ERIC). (LS)

AA 000 504

PREP

SHARING EDUCATIONAL SERVICES

No. 13

PREP is . . .

- *a synthesis and interpretation of research, development, and current practice on a specific educational topic*
- *a method of getting significant R&D findings to the practitioner quickly*
- *the best thinking of researchers interpreted by specialists in simple language*
- *the focus of research on current educational problems*
- *a format which can be easily and inexpensively reproduced for wide distribution*
- *raw material in the public domain which can be adapted to meet local needs*
- *an attempt to improve our Nation's schools through research*
- P |*utting*
  R |*esearch into*
  E |*ducational*
  P |*ractice*

Shared service is an umbrella term used in this report to describe an activity in which an educational function is provided for students through the combined efforts of two or more local schools or school districts. The concept of shared services is not new; however, the practice is being used extensively today to provide quality education and equality of educational opportunity to students who, by circumstance of residence, are required to attend schools with limited enrollments, limited facilities, often poorly trained teachers, and more often limited course offerings. Although any two or more schools--urban, suburban, or rural--may share a service, the focus of this report is on shared services in the rural setting.

In a project funded under the OE Targeted Communications Program, Dr. Ray Jongeward of the Northwest Regional Educational Laboratory, Portland, Oregon, and Dr. Frank Heesacker, Northern Montana College, Havre, identified 215 shared services in 50 States to improve rural education. Possibly the most useful information for any school in planing a shared service activity is knowledge of similar efforts elsewhere. Therefore, each of these 215 services is described in document 13-A of this kit, along with an indexing of each service by subject area and by State.

Document 13-B is a series of 10 information sheets on selected shared services. Each sheet contains some interesting facts about the service and identifies sites of exemplary services. Additional information on each of these services may be obtained from Dr. Jongeward at the Northwest Regional Educational Laboratory. One of the program objectives of the Lab is the improvement of rural and small schools.

Document 13-C is a list of some current documents on shared services entered into the ERIC system and available from the ERIC Document Reproduction Service.

The material in this kit was prepared under a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Office of Information Dissemination/OFFICE OF EDUCATION

ED 036 666

PREP

SHARED
SERVICES

No. 13-A

Rural and small schools interested in improving their instructional programs, services, and facilities through the sharing of services may gain ideas and assistance from reading about programs established in other schools throughout the country. The following descriptions of 215 shared services provide that opportunity.

Before the programs are introduced, however, an index of services by subject area is presented to enable the reader to quickly locate those services in which he is particularly interested. This index lists shared services under the appropriate descriptor utilized by the Educational Resources Information Center. The number(s) accompanying each descriptor correspond with the project resumes on the ensuing pages. The resumes are numbered sequentially for ease in locating.

Adult Education--92; 117; 123; 128; 129; 187

Art--30; 31; 34; 36; 37; 38; 39; 40; 57; 58; 63; 73; 87; 100; 103; 111; 119; 147; 154; 162; 166; 173; 176; 181; 191; 195; 208; 212

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Astronomy--79; 191

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Curriculum Development--2; 5; 7; 14; 15; 101; 108; 116; 118; 127; 129; 130; 145; 149; 156; 157; 163; 165; 166; 168; 175; 200; 201; 209; 210; 213; 214

Curriculum Materials Center--3; 4; 8; 13; 20; 24; 31; 32; 33; 34; 36; 37; 38; 40; 41; 42; 59; 62; 94; 108; 110; 141; 151; 157; 158; 160; 163; 164; 168; 178; 179; 182; 194; 199; 204; 210; 214; 215

Office of Information Dissemination/OFFICE OF EDUCATION

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Human Relations--98; 103; 107

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Industrial Arts--34; 77; 79; 100; 125

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Mentally Retarded--64; 94; 106; 114; 120; 122; 124; 126; 127; 144; 190; 193; 207

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Remedial Reading--14; 15; 17; 28; 29; 33; 34; 37; 43; 72; 75; 79; 115; 118; 121; 122; 133; 136; 164; 166; 180; 185; 186; 188; 201; 207

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Vocational Guidance--61; 71; 93; 95; 97; 102; 107; 136; 140; 142; 155; 165; 189; 215

1

Director
CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN
135 Old Main
State University College of Education
Oneonta, New York 13820

PURPOSE

To search for theory and techniques that improve the variety and quality of education in rural schools.

PROJECT ACTIVITIES

Among the activities explored by this project were the sharing of teachers in the areas of music, driver training, guidance, agriculture, art, industrial arts, physical education, and foreign languages. Services provided included dental hygienists, psychological services, elementary supervision, services to handicapped pupils, audiometer technicians, preparation and distribution of visual aids, and speech correctionists.

An important component of the Catskill Area Project has been information gathering through interviews and surveys--results of which have been published and disseminated throughout their service region and the Nation. Some of the titles include: *Sharing Educational Services, Small School Design in Practice, A Decade of Able and Gifted Seminars, School Aides at Work, Helping Children Learn How to Study,* and *Multiple Classes: Learning in Small Groups.*

2

Director
UPPER SUSQUEHANNA VALLEY PROGRAM
Bucknell University
Lewisburg, Pennsylvania 17837

PURPOSES

1. An increased fund of knowledge about the teaching-learning process as well as better utilization of knowledge already acquired.
2. A closer relationship between university and public schools.
3. Improved relations between the public schools and their communities.
4. A closer relationship between teacher education programs and other divisions of the university.

PROJECT ACTIVITIES

This program attempted to encourage research and experimentation among a group of public schools in the Upper Susquehanna Valley by making available to the schools the resources of Bucknell University, including the direct assistance of faculty members from several departments, financial assistance, and the promotion of cooperation among the schools themselves.

The following research projects were undertaken during the program:

1. Improvement of Science Instruction - grades 4-6
2. Secondary Science Improvement
3. Participation of college students in the program of a secondary school
4. Automated Instruction in Spelling
5. Nongraded Primary Program
6. Enrichment Program for Superior High School Students

3

Project Director
SOUTHEAST ALABAMA EDUCATIONAL MEDIA PROJECT
P.O. Box 399
Troy State College
Troy, Alabama 36081

PURPOSE

To encourage the adoption of new educational ideas and practices through training programs and free, expert consultant services.

PROJECT ACTIVITIES

This project consists of a special purpose demonstration center located at Troy State College, and a related program of services designed to help upgrade teaching proficiency in the area of educational media.

Major functions of the project are to stimulate and assist in the development of centralized library/media services for all schools; to promote the concept of an instructional materials center where all media including books, graphics, production facilities, transparencies, films, filmstrips, recordings, etc., are easily accessible to teacher and student; and to help make teachers knowledgeable in obtaining and using innovative instructional tools.

4

Coordinator
EDUCATIONAL MEDIA CENTER
102 Thach Hall
Auburn University
Auburn, Alabama 36830

PURPOSE

To relate a continually developing educational technology to the teaching-learning process for inservice teachers in the field.

PROJECT ACTIVITIES

The EMC serves schools in the east-central Alabama area by organizing and participating in teacher workshops, providing consultants, helping to develop Federal project proposals, and providing materials on a temporary basis to teachers in an effort to encourage the development of local instructional material centers.

5

Director
TENNESSEE VALLEY EDUCATION CENTER
Suite 592, State National Bank Building
Huntsville, Alabama 35801

PURPOSE

To provide assistance to participating school systems in (1) professional improvement and (2) curriculum development.

PROJECT ACTIVITIES

Center personnel work on an area basis and directly with participating school systems in conducting workshops, conferences, seminars, meetings, and other services designed to improve the two above-mentioned areas. Qualified and experienced consultants and resource persons are used for area activities and local school systems through TVEC.

6

Program Director
EDUCATIONAL LEADERSHIP PROGRAM
P.O. Drawer 114
Birmingham, Alabama 35202

PURPOSE

To design and implement an effective system to create and stimulate innovative educational leadership in the State.

PROJECT ACTIVITIES

A. Design a leadership system to relate existing localized problems to existing exemplary solutions and resources on curriculum and instruction, pupil personnel services, planning facilities, and problems related to organization and administration through:

   1. Studies, conferences, and seminars
   2. Visitation and exposure to demonstrational projects, within and outside the State
   3. Consultants
   4. Pilot projects

B. Establish, in cooperation with universities, a network of community laboratories in which theory building, research, and field experiences may be provided for advanced graduate students in educational administration and leadership.

7

Director
INSTRUCTIONAL SERVICES CENTER
P.O. Box 546
Montezuma, Georgia 31063

PURPOSE

To coordinate shared service projects in five counties to provide the same quality educational program to students in rural areas of Georgia that has been offered for a number of years in the larger metropolitan areas.

PROJECT ACTIVITIES

1. Subject area services to pupils and teachers at the classroom level
2. Inservice programs to groups of teachers to help them keep abreast of changes in methods and materials needed for effective classroom instruction
3. Individual consultation by shared service specialists as requested by administrative and instructional staff of participating schools
4. Assistance to the superintendent and his staff in planning and developing educational programs

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8

Director
HEART OF GEORGIA SHARED SERVICES PROJECT
P.O. Box 518
Eastman, Georgia 31023

PURPOSE

To provide curriculum consultants to rural schools of the area.

PROJECT ACTIVITIES

Consultants provided in reading, social studies, mathematics, science, pupil personnel services, and educational media.

9

Director
EDUCATIONAL SERVICES CENTER
344 West College Street
Royston, Georgia 30662

PURPOSE

To define and implement the most effective way for a consultant to promote the learning process in the classroom.

PROJECT ACTIVITIES

1. Organization of subject area committees at the school, county, and multicounty levels with an orientation session in each school
2. Teacher exchange - classroom teachers are freed to visit other classrooms while a consultant teaches material that has been jointly planned with the teacher.
3. The development of a Center newsletter.
4. A program for the exceptional child.
5. A summer curriculum workshop.
6. A NSF grant for the inservice training of teachers.
7. Two courses in reading and one in audiovisual utilization provided through the University of Georgia.

10

Director
LITTLE RIVER EDUCATIONAL SERVICES UNIT
Lincolnton, Georgia 30817

PURPOSE

To provide educational specialists on a shared basis to schools in rural areas who individually would be unable to afford them.

PROJECT ACTIVITIES

1. Subject area services to pupils and teachers at the classroom level
2. Inservice programs to groups of teachers to help them keep abreast of the changes in methods and materials that are needed for effective classroom instruction
3. Individual consultation by shared service specialists as requested by the administrative and instructional staff of the participating school.

11

Director
SHARED SERVICES PROJECT
Statesboro High School
Statesboro, Georgia 30458

PURPOSE

To improve the learning environment of participating schools through the use of shared consultants.

PROJECT ACTIVITIES

A team approach including administrative, instructional personnel, and shared service consultants is being used to improve the learning environment. Specific activities include: (1) curriculum revision, (2) observation and interclass visitation, (3) demonstrations, (4) inservice training, and (5) workshops. The areas of prime concern include the language arts, reading, social studies, science, and mathematics.

12

Director
EDUCATIONAL DEVELOPMENT CENTER
P.O. Box 5241
North Charleston, South Carolina 29406

PURPOSES

To provide (1) more effective teaching techniques, (2) improved professional attitudes, and (3) broader teacher communication.

PROJECT ACTIVITIES

Use of inservice training, workshops, and exchange teacher visitations of demonstration classrooms.

13

Director
PROJECT DILENOWISCO
Jonesville, Virginia 24263

PURPOSE

To initiate and coordinate the planning and implementation of cooperative programs to meet the common needs of the five participating school divisions.

PROJECT ACTIVITIES

1. Establishing a central film library
2. Providing a shared speech therapist
3. Providing a shared band director
4. Providing a consultant in residence

14

Director
PEE DEE REGIONAL SUPPLEMENTARY EDUCATION CENTER
Drawer 829
142 B South Dragon Street
Florence, South Carolina 29501

PURPOSE

To serve the public school administrators of the 11 counties of Northeastern South Carolina in program development for full utilization of Federal funds and needed consultant services.

PROJECT ACTIVITIES

1. Three reading laboratories and one reading clinic have been established.
2. A multidistrict cooperative for special services, especially in the area of school psychology and speech therapy, has been organized.

3. An individualized instructional program in an elementary school utilizing Sullivan Associates programed reading materials has been set up.

15

Director
REGIONAL EDUCATIONAL DEVELOPMENT CENTER
P.O. Box 3124
Spartanburg, South Carolina 29302

PURPOSE

To act as a planning agency to implement the Title III (ESEA) program in the six-county area served by Region IV.

PROJECT ACTIVITIES

A Reading Center has been established to provide (1) a pilot diagnostic service with emphasis on reading difficulties in grades 1-6 and (2) inservice training for teachers to enable them to develop skills to identify reading problems and carry out recommended instructions to help students.

16

Director
HARFORD-CECIL SUPPLEMENTARY EDUCATION CENTER
851 Revolution Street
Havre de Grace, Maryland 21078

PURPOSE

To identify children with unique learning difficulties and develop programs for ameliorating the problems.

PROJECT ACTIVITIES

An educational center has been established to diagnose and treat children with learning difficulties. Staff services available are:

1. Teachers for:
    a. Specific learning disability classes
    b. Schoolage pregnant girls
    c. Youth rehabilitation classes
    d. Children with communication problems
2. Psychologists
3. Psychiatrist
4. Pediatrician
5. Language pathologist
6. Consultants in:
    a. Education
    b. Medicine
    c. Psychology

17

Director
JO DAVIESS COUNTY EDUCATIONAL CENTER
204 North Vine Street
Elizabeth, Illinois 61028

PURPOSE

To establish a center to provide supplementary services to the county's 5,900 students and 250 teachers.

PROJECT ACTIVITIES

The center provides services in reading, psychology, counseling, speech therapy, and social work. A full-time itinerant staff of 11 persons--one psychologist, one school psychologist intern, two reading consultants, two counselors, two speech therapists, one social worker, one director, and one secretary--provide the services.

18

Director
CENTER FOR CHILDREN WITH LEARNING DISABILITIES
515 James Street
Geneva, Illinois 60134

PURPOSE

To assist classroom teachers to deal effectively with children with learning disabilities by diagnosis and planned remediation.

PROJECT ACTIVITIES

1. Developing programs for early identification and prevention of learning disabilities.
2. Providing consultation to teachers and administrators through:
    a. One-to-one consultation on individual student's problems.
    b. Short-term consultant services to an individual teacher needing help with a child.
    c. Inservice programs for local districts or special groups of teachers.
    d. Indepth workshops for teachers during the summer.

19

Director
AREA VOCATIONAL CENTER
Lincoln Community High School
Primm Road
Lincoln, Illinois 62656

PURPOSE

1. To meet the needs of those students who do not attend college from the nine participating school districts.
2. To meet the increasing needs of local business, industry, and agriculture for more highly skilled personnel.

PROJECT ACTIVITIES

Specialized courses in automotive mechanics, building trades, distributive education, diversified occupations, electricity and electronics, office machines and data processing, and welding are offered.

20

Director
EASTERN ILLINOIS DEVELOPMENT AND SERVICE UNIT
410 West Polk
Charleston, Illinois 61920

PURPOSES

To demonstrate how a team of educational specialists with multimedia resources at their command can combine forces to develop programs and provide services in local districts.

PROJECT ACTIVITIES

The following have been provided:

1. Business services
2. A cooperative film library
3. A cooperative gifted program
4. Dissemination activities
5. A feasibility study in area vocational education
6. An independent study conference
7. An instructional specialist
8. Land for recreation
9. A national intern project
10. A physiology of readiness project
11. A preschool program
12. Services to administrators in innovational leadership
13. Supporting services in audiovisual media
14. A vocational administrative unit

21

Director
FLINT HILLS ELEMENTARY SCIENCE PROJECT
110 East 15th
Emporia, Kansas 66801

PURPOSE

To design and implement a program of studies in science for grades 6, 7, and 8 of the 51 participating elementary schools.

PROJECT ACTIVITIES

Recognizing that teacher training is a critical factor in the development and implementation of any new science program, the project designed a sequence of summer workshops, inservice seminars, and local school district workshops for teachers. One key teacher from each elementary school was selected to participate in the summer workshops. These teachers then became the focus for the implementation of the science program in each school, coordinating and conducting local district workshops with the help of the project staff.

Administrator-State Coordinator
Cooperative Educational Service Agency Program
126 Langdon Street
Madison, Wisconsin 53702

Projects 22-40 refer to the 19 Cooperative Educational Service Agencies (CESA) which were established throughout Wisconsin in 1964.

PURPOSE AND ADDRESSES

To serve as links between the State Department of Public Instruction and local school districts.

Address		Resume number
CESA 1, 502 W. 2d St.	Ashland	22
CESA 2, P.O. Box 758	Minocqua	23
CESA 3, Municipal Bldg.	Gillett	24
CESA 4, P.O. Box 728	Cumberland	25
CESA 5, P.O. Box 158	Elmwood	26
CESA 6, Chippewa Co. Court House	Chippewa Falls	27
CESA 7, Division and Dixon	Stevens Point	28
CESA 8, 107 N. Douglas St.	Appleton	29
CESA 9, 1927 Main St.	Green Bay	30
CESA 10, 111 E. Mill St.	Plymouth	31
CESA 11, County Courthouse	LaCrosse	32
CESA 12, 412 E. Slifer St.	Portage	33
CESA 13, 908 W. Main St.	Waupun	34
CESA 14, Memorial Bldg.	Fennimore	35
CESA 15, 545 W. Dayton St.	Madison	36
CESA 16, 615 W. Moreland Blvd.	Waukesha	37
CESA 17, County Courthouse	Janesville	38
CESA 18, 124 Commerce St.	Burlington	39
CESA 19, 9722 Watertown-Plank	Milwaukee	40

PROJECT ACTIVITIES OF CESA'S

Cooperative Purchasing
CESA'S 2; 3; 4; 5; 6; 7;
8; 9; 10; 11; 12; 13; 14;
15; 16; 17; 18; 19

Data Processing
CESA'S 4; 12; 13; 16

Driver Education
CESA'S 11; 13; 15

Foreign Languages
CESA'S 14; 18

Inservice for Teachers
CESA'S 2; 3; 5; 6; 8; 9;
10; 11; 12; 13; 14; 15;
16; 17; 18; 19

Instructional Material Centers
CESA'S 3; 10; 11; 12; 13;
15; 16; 17; 19

Library Processing
CESA 13

Microfilming
CESA'S 11; 12; 13; 15;
16; 17

Surveys and Research
CESA'S 6; 10; 11; 13;
19

Television
CESA 9

Test Scoring
CESA 12

Transportation
CESA 19

Video-Taping
CESA 17

Specialists

Art Teacher
CESA'S 9; 10; 13; 15;
16; 17; 18; 19

Emotionally Disturbed
CESA 12

Guidance and Counseling
CESA'S 1; 3; 6; 7; 8;
10; 13; 19

Industrial Arts Teacher
CESA'S 13

Librarian
CESA'S 7; 13

Mathematics Teacher
CESA 10

Music Teacher
CESA'S 13; 15; 16; 17;
18

Nurse
CESA 8

Psychologist
CESA'S 2; 3; 4; 5; 6; 7;
8; 9; 10; 11; 12; 13; 15; 16; 17;
16; 17; 19

Reading Specialist
CESA'S 7; 8; 12; 13; 16

Science Teacher
CESA'S 10; 15

Social Worker
CESA'S 3; 4; 6; 8; 13;
15; 16; 19

Special Education
CESA'S 2; 10; 11; 12; 13;
17; 19

Speech Therapist
CESA'S 1; 2; 3; 4; 5; 6;
7; 8; 9; 10; 12; 13; 15;
16; 17; 18; 19

It is interesting to note that for some services the Cooperative Educational Service Agencies share between themselves--illustrating that an even larger cooperative unit is sometimes beneficial.

Director 41
TEXAS SMALL SCHOOL PROJECT
Texas Education Agency
Austin, Texas 78711

PURPOSE

To provide education of the highest quality for the children of Texas who are enrolled in schools having fewer than 500 students in 12 grades.

PROJECT ACTIVITIES

Each member school undertakes a self-evaluation, a survey of needs of boys and girls, a testing program and a followup program. Current project activities in member schools include regional and State workshops, experimental activities, supervised correspondence courses, shared services, school aides, flexible scheduling, instructional materials centers, youth seminars, nongraded elementary, team teaching, programed instruction, and science demonstrations. Member schools follow a unified testing program in grades 7, 9, and 11. Test results provide some measure of the effectiveness of the project.

42

Director
TEXAS EDUCATION SERVICE CENTER NO. 10
P.O. Box 1300
Richardson, Texas 75080

PURPOSE

To provide and coordinate services for the region's school districts.

PROJECT ACTIVITIES

The center's program is aimed at assisting with services which single school districts cannot efficiently provide for themselves because of the scarcity of needed specialists, equipment, money, and time. These services include (1) media services, (2) program development services, (3) staff development services, (4) general services (5) data processing services, (6) business services, (7) planning services, and (8) research services.

Director 43
TEXAS EDUCATION SERVICE CENTER NO. 20
San Antonio, Texas

PURPOSE

To serve as a coordinating agency for Federal projects in the Southcentral Texas area.

PROJECT ACTIVITIES

An educational media center was established to furnish supplemental teaching materials such as films, recordings, resource books, library references, maps, charts, and suggestions for field trips and student activities. A "semesters of excellence" project provides the teacher with (1) appropriate materials for enrichment in social studies, science, communication arts, and a linguistic approach to grammar; (2) consultants in educational television teaching English as a second language thereby improving educational opportunties for children of migratory farm workers; and (3) educational data processing services.

State Coordinator
Boards of Cooperative Services
State Department of Education
Denver, Colorado 80203

Projects 44-54 refer to the 11 Boards of Cooperative Services (BOCS) established throughout Colorado in 1967.

PURPOSE AND ADDRESSES

To serve as local intermediate service units.

	Address	Resume number
BOCS	1, Brighton	44
BOCS	2, Otero	45
BOCS	3, Boulder	46
BOCS	4, Delta	47
BOCS	5, Fleming	48
BOCS	6, Akron	49
BOCS	7, Meeker	50
BOCS	8, Alamosa	51
BOCS	9, Englewood	52
BOCS	10, Lamar	53
BOCS	11, Greeley	54

PROJECT ACTIVITIES OF BOCS'S

Cooperative Purchasing
BOCS 2; 4; 8; 10; 11

Educational Data Processing
BOCS 5; 9

Educational Television
BOCS 7

Learning Disabilities
BOCS 6; 7; 9; 11

Outdoor Education
BOCS 8

Public Relations
BOCS 6; 7

Pupil Personnel Services
BOCS 9; 11

Subject Matter Specialists
BOCS 2

Summer School
BOCS 8

Vocational Education
BOCS 1; 3; 4; 6; 7; 8;
9; 10

Because of the recent establishment of these units, and because the units are not mandated by voluntary associations, the services now provided are limited. As new programs are established and prove to be effective, the mechanics for wider adoption are existent.

Director 55
TRI-COUNTY RESOURCE AND SERVICE CENTER
Gallia and Waller Streets
Portsmouth, Ohio 45662

Purpose

To provide media, materials, and pupil personnel services for students in a three-county area.

PROJECT ACTIVITIES

A film library has been established which provides curriculum materials, films, and development and selection services. One-week workshops in audiovisual, language arts, and health services; speech therapy; guidance; and psychological services are provided as well as mobile units to bring special services to all parts of the three-county area.

Under study are services for vocational education, adult education, emotionally disturbed children, and physically handicapped children.

Director 56
SPECIALIZED LANGUAGE ACTIVITIES
Main Street
Norway, Maine 04268

PURPOSE

To improve students' listening, speaking, and writing skills through extensive use of audiovisual equipment and innovative curricular activities.

PROJECT ACTIVITIES

New learning situations are captured on such equipment as videotape, film, and audiotapes. Individual study carrels are provided in classrooms to encourage students to work independently. A studio work area has been built to develop visuals for taping. Typewriters are provided to encourage students to write scripts. Students are taken on field trips throughout the State to do on-site filmings and tapings. Student-developed materials are edited by staff members, and the finished instructional material is published and disseminated to other rural districts. Weekly inservice sessions are provided teachers to enable them to study the operation of the program and the equipment. The emphasis throughout is to relate the child's instruction to his environment.

57
Director
INSTRUCTIONAL RESOURCE CENTER
Kalispell, Montana 59901

PURPOSE

To provide music, art, science, audiovisual, and guidance services to better equip rural students in grades 1-8 for entrance to secondary schools.

PROJECT ACTIVITIES

An administrative center has been established and two special teachers employed - one for art and music, and the other for science and audiovisual instruction. A mobile unit and scientific and audiovisual equipment have been purchased and are used by the specialists to provide instruction and demonstrations to students and teachers in a rural county area. Teachers receive instruction in operating equipment and specialized help in the selection of materials, projects, and topics in science, music, and art. A guidance counselor has been employed part time to assist students and train teachers in guidance techniques.

58

Director
UPPER RED RIVER VALLEY PROJECT
Central High School
Grand Forks, North Dakota 58201

PURPOSE

To provide professional aid in music, art, remedial teaching, psychological services, and inservice training to a 17-county, sparsely populated rural area in two States.

PROJECT ACTIVITIES

Specialists are employed to travel between participating schools providing instruction and services. To expedite services, the center works through a communications network to inform schools of special events and to handle promptly all requests for services. Cultural activities are offered both students and adults through the provision of guest lecturers and artists, consultant services, and encouragement of local talent exhibits and performances. Diagnostic and remedial services are extended to schools and to parents where necessary. Communication problems, resulting from extreme winter climate which limits cooperative efforts in outlying rural areas, have been partially solved through video taping all important activities and lending the tapes to any school or group requesting them.

59

Director
PROJECT MID-TENN
Route 2, Murfreesboro Road
Antioch, Tennessee 37013

PURPOSE

To raise the educational and cultural levels of urban and rural public and private schools in middle Tennessee.

PROJECT ACTIVITIES

The project involves the operation of exemplary and innovative pilot and inservice programs to stimulate the adoption of new programs. These programs can be grouped into five categories: (1) cultural enrichment and improvement of instruction in art, drama, and music; (2) inservice training and consultative services for teachers and administrators; (3) demonstration centers that can be visited, observed, and shared; (4) circulation and demonstration of teaching aids and material such as films; and (5) improved pupil guidance and counseling services at the elementary school level.

Director 60
UTAH NETWORK FOR INSTRUCTIONAL TELEVISION
State Department of Public Instruction
State Capitol
Salt Lake City, Utah 84114

PURPOSE

To coordinate and organize the production, procurement, and distribution of educational television programs on a statewide basis. A translator system increases programing flexibility and helps to extend educational television to school children in remote rural areas.

PROJECT ACTIVITIES

Programs are directed primarily to classrooms, but they also include cultural features of interest to the adult community. New kinds of programing have been introduced and experimentally tested, including 5-minute motivational programs to interest students in new units of study and provide glimpses into specific areas of current study.

Director 61
WIDE HORIZONS
Office of the County Superintendent
Colville, Washington 99114

PURPOSE

To orient high school students to the world of work outside their rural environment.

PROJECT ACTIVITIES

The first phase of this project was designed to group students, using innovative guidance techniques, according to individual aptitudes and interests. The second phase transported selected groups of students to urban and/or industrial areas to observe at first hand the variety of jobs available in their field of general interest. In this manner students are also oriented to a job environment. After group and individual counseling, college-bound students are transported to the colleges of their choice for orientation.

Director 62
THE EDUCATIONAL MODULATION CENTER
310 N. Marion
Olathe, Kansas 66061

PURPOSE

To provide aid to the child having educational problems, to his parents, and to his teacher to enable the child to remain in the regular class and benefit from it.

PROJECT ACTIVITIES

(1) Use of educational consultants for initial child contact
(2) Initiation of referral to other team members, i.e., social workers, hearing conservationists, psychologists, physicians, and neurologists

(3) Intensive teacher inservice for adoption of techniques and materials
(4) Parent counseling
(5) Materials laboratory
(6) Research concerning changing inappropriate educational behavior

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Director 63
PROGRAM FOR CULTURAL ENRICHMENT
Madison, Kansas 66860

PURPOSE

To offer supplementary services in music, art, and drama to students in small schools in isolated rural areas.

PROJECT ACTIVITIES

(1) Lectures, demonstrations, and productions by the music faculty of a nearby State teachers college and visiting artists
(2) A mobile art unit and related art services, including lectures by a noted artist
(3) A mobile music unit for supervised listening, and employment of a composer to visit schools and create music to be performed by students
(4) Demonstrations and discussions of dramtic arts (acting, directing, painting) and dramatic performances

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Director 64
COOPERATIVE PSYCHOLOGICAL SERVICE PROGRAM
Box 1159
Bisbee, Arizona 85603

PURPOSE

To provide itinerant psychological services to school children, including those who are emotionally disturbed, mentally retarded, or physically handicapped. The program tests the feasibility of providing services to 35 separate school districts in one county, including many two-, three-, and four-room schools in a 6,256 square mile area.

PROJECT ACTIVITIES

Methods used by psychologists and social workers include referral, intensive individual study, home visits, followup, and research. Administrative, health, and attendance personnel along with teachers, counselors, and parents are involved in producing an adjusted educational program to meet the needs of individual children.

Director 65
EDUCATIONAL DEVELOPMENT CENTER, Region II
302 St. John Street
Orangeburg, South Carolina 29115

PURPOSE

To compile research findings and provide a foundational basis for educational innovation, and to implement exemplary educational programs and provide demonstration centers for local school districts within the region.

PROJECT ACTIVITIES

Project activities include leadership improvement and development, seminars, conferences, workshops, site visits, intern experiences, teacher training, student participation and involve chief school administrators, school board members, principals, teachers, potential leaders, consultants, and students. Services are rendered to local school districts both individually and collectively.

66

Director
RURAL SUPPLEMENTARY EDUCATIONAL CENTER
Hobart, New York 13788

PURPOSE

To enrich the educational opportunities of students in rural communities through a technological communications system.

PROJECT ACTIVITIES

Audiovideo programs are provided by a small-scale combination of educational television, community-antenna television, and videotape recorders. The system permits flexibility of learning time and opportunity for reinforcement according to learner needs. Live programs from three educational television stations are recorded on videotapes and used at times and places best suited to learning. The center consists of a core unit and school-located units in the nine local districts that comprise the supervisory district.

67

Director
EDUCATIONAL IMPROVEMENT PROJECT
Atlanta, Georgia

PURPOSE

To prepare disadvantaged yet talented individuals for education in and beyond high school.

PROJECT ACTIVITIES

Audiovideo programs are provided by a small-scale combination of educational television, community-antenna television, and videotape recorders. The system permits flexibility of learning time and opportunity for reinforcement according to learner needs. Live programs from three education television stations are recorded on videotapes and used at times and places best suited to learning. The center consists of a core unit and school-located units in the nine local districts that comprise the supervisory district.

68

Director
THE RURAL CENTER PROGRAM
Atlanta, Georgia

(Part of the Educational Improvement Project of the Southern Association of Colleges and Schools)

PURPOSE

To demonstrate that, when appropriate provisions are made for meeting their educational needs, disadvantaged youngsters in the public school show significantly better academic achievement and in many cases begin to function at a higher level intellectually than they have previously.

PROJECT ACTIVITIES

Activities include (1) preschool education (nursery and kindergarten), (2) improvement of teaching performance through adequate inservice and preservice education, (3) communication skill development, (4) numerical skill development, (5) family involvement, (6) cultural enrichment, and (7) community cooperation.

69

Chief
INSTRUCTIONAL TELEVISON
Bureau of Elementary Education and Supervision
Maine State Department of Education
Augusta, Maine 04330

PURPOSE

To improve through educational television health education instruction for eighth-grade students in all schools located in sparsely settled rural areas of the State.

PROJECT ACTIVITIES

Eighteen 20-minute health education lessons have been developed for presentation to the students. Emphasis is placed on non-lecture type lessons such as films from medical centers or dental clinics. Such controversial issues as sex education, fluoridation, and venereal disease are covered. Professional teachers and resource individuals are used in the telecasts. Classroom teachers are provided with pre-telecast instruction as well as post-telecast followup material. The program teaches the students the values of good health and of healthful living habits.

70

Director
MOBILE LIBRARY SERVICE CENTER
Rutland Northeast Supervisory Union
Pittsford, Vermont 05763

PURPOSE

To transport library and instructional materials to the secondary and nine elementary rural schools via a mobile equipped van.

PROJECT ACTIVITIES

A central collection of 17,500 books has been assembled and circulated among library centers in each school. Filmstrips, records, transparencies, and audiovisual equipment are also circulated via the van, which carries a librarian and a library clerk-driver. In addition to providing library services to participating schools, general library services are provided to adult residents. Particular attention is given to library needs of preschool children.

71

Director
KENTUCKY COOPERATIVE FIELD ACTIVITY
Berea, Kentucky 40403

Purposes

To inform students of the nature of career development structure and trends of labor force; to assist students in assessing themselves and the characteristics of occupations, and to synthesize the information; and to develop in students positive attitudes toward work.

PROJECT ACTIVITIES

Teacher-counselor workshops are held on theories of vocational development, relating curriculum content to occupations, the use of games in education, assisting students to synthesize information on self and occupation, and organizing vocationally relevant experiences for students. A multimedia approach is used to present a variety of occupational role models.

Director 72
PROGRAM OF TEACHER-PUPIL INTERACTION IN RURAL SCHOOLS
Watkinsville, Georgia 30677

PURPOSE

To demonstrate a comprehensive instructional program stressing early educational stimulation, increased teacher-pupil relationships, and language arts, including a continuous progress program in reading.

PROJECT ACTIVITIES

Educators in the area schools are provided leadership in terms of exemplary programs and ideas. The staff includes 12 primary teachers, 7 preschool teachers, 12 teacher aides, 8 neighborhood youth corps aides, a librarian, and project directors. The program offers a more effective curriculum, particularly for students who are under-achievers.

Director 73
CREATIVE AND CULTURAL ARTS PROGRAM
Monongalia County Schools
263 Prairie Avenue
Morgantown, West Virginia 26505

PURPOSE

To provide a 5-week summer instructional program in art, music, dance, and drama for students in grades 1-6 to create interest in the aesthetic aspects of the culture of the area, to provide for exploration of the arts, and to teach introductory skills in the arts.

PROJECT ACTIVITIES

Relatively free, unstructured experiences are permitted, stressing active, experiental aspects of the arts rather than formal, theoretical aspects. Centers have been established in five schools, each equipped with an auditorium and other facilities. Many of the students come from low-income homes, located in isolated mountainous areas, mining camps, and unproductive farm areas. The curriculum includes creative painting, ceramics, crafts, exploratory programs in instrumental music, mountain music, folk music of the area, exploratory and creative dramatics, a children's theater, and a puppet theater.

Director
INSTRUCTIONAL MATERIALS AND SERVICES CENTER
Vernon, Alabama 35592

74

PURPOSE

To provide instructional materials and services to students and teachers in a rural county.

PROJECT ACTIVITIES

The center provides teaching and library materials, circulated via a mobile unit, such as supplementary books, films, filmstrips, prepared transparencies, and records. Inservice programs are conducted to acquaint teachers with the use of equipment.

Director
SMALL MOBILE READING CLINICS
Westport, Massachusetts 02790

75

PURPOSE

To provide remedial reading services to students in a rural area using two mobile reading clinics.

PROJECT ACTIVITIES

The units contain classroom space for four students, multilevel instructional materials, and a graded paperback library. Remedial reading specialists provide individual instruction to the students, some of whom are two or more grade levels behind in reading. Instruction is provided on a daily basis. Regular teachers observe proceedings for inservice training purposes. Diagnostic tests are used to determine areas of skill weakness.

Director
NINE COUNTY SUPPLEMENTARY EDUCATION CENTER
Central Washington State College
Ellensburg, Washington 98962

76

PURPOSE

To service the elementary schools of a nine-county area.

PROJECT ACTIVITIES

The center (1) produces, for distribution to pupils and teachers, instructional materials designed to facilitate individual instruction and improve pupil achievement, (2) furnishes instructional equipment to utilize the instructional materials, and (3) provides inservice consultant services and training for teachers. Service area schools indicate the nature and kind of materials needed for their specific curriculum, and all the materials produced are sent to all schools.

Director
HIGH SCHOOL FOR ONE
Washington State University
Pullman, Washington 99163

77

PURPOSE

To develop and field test learning systems in biology, speech, and industrial arts in three rural high schools. After field testing, the systems were modified or redesigned and demonstrated in six other rural high schools.

PROJECT ACTIVITIES

The program combines an instructional system, developed by university specialists and high school teachers, with a tutorial method carried out by a local teacher. Such instructional materials as audio and videotapes, 8 mm film loops, and short programed texts are used and laboratory experiences offered.

Director 78
SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES
St. Johnsbury, Vermont 05819

PURPOSE

To improve science education in a rural area.

PROJECT ACTIVITIES

Children from 55 school districts are brought to a museum of natural sciences to attend planned science-enrichment lectures and demonstrations. A "junior curator" program has been expanded to provide special science education for gifted children. Teachers are given inservice training, and consultant help is provided to the local districts by the museum staff.

Director 79
COOPERATIVE PROJECT TO PROVIDE SUPPLEMENTAL SERVICES
Bayard, New Mexico 80023

PURPOSE

To provide lending, reproduction, consultation, supplementary equipment, and training and research services to seven school systems representing 21 towns and villages.

PROJECT ACTIVITIES

Six semitrailer vans have been leased and equipped to take center services to the schools. Lending services include film and other projection aids, curricular materials, and instructional aids, transported via vans. Mobile reproduction services are offered for instructional and material production purposes, provided by an audiovisual specialist. Mobile consultant service consists of assistance to remedial reading teachers and guidance services. Supplementary equipment is provided by a van equipped to supplement local school laboratory experiences. The van has been stocked with the 12 laboratory block materials created by the biological science curriculum studies. Curriculum services are also offered in arithmetic, science, physical education, industrial arts, and astronomy. Training and research services include the development of demonstrations to be sent with appropriate vans. Specialized services are given by consultants on a short-term basis. Inservice training is provided at a media instruction institute.

Director
STUDENT AND COMMUNITY AID CENTER
Inverness, Montana 59530

80

PURPOSE

To supplement the present instructional program with an art appreciation program.

PROJECT ACTIVITIES

An art appreciation program was designed, using the school as a cultural center of arts, music, drama, government, and current events. Other subject areas for the benefit of the general public are available upon request.

Director
SOUTHEAST ALASKA AUDIOVISUAL CENTER
Juneau, Alaska 99801

81

PURPOSE

To unify all audiovisual services.

PROJECT ACTIVITIES

The center is used to provide (1) ample space for storage of equipment, (2) inservice training by an audiovisual coordinator sent to the various school districts, (3) use of minor maintenance services, (4) increased audiovisual materials, and (5) distribution services via an audiovisual mobile unit.

Director
PROGRAM FOR CULTURAL ENRICHMENT
Council Grove, Kansas 66846

82

PURPOSE

To provide an enrichment program on Latin American culture in seven counties.

PROJECT ACTIVITIES

A mobile unit was purchased and equipped to bring materials to all schools. The mobile unit includes videotape machine, tape recorders, overhead projectors, illustrated books, and boxes of realia material. By using audiovisual materials, the students gain a greater understanding of the language, geography, and culture of Latin America. They are encouraged to write stories about the countries, and each school presents a Latin American Fiesta to which parents are invited.

Director
EDUCATIONAL SERVICE COOPERATIVE
Stanford, Montana 59479

83

PURPOSE

To provide comprehensive guidance, counseling, health, inservice training, and educational services in a county where no medical facilities or guidance programs were available.

PROJECT ACTIVITIES

The medical services of a trained nurse are being provided in every school in the county. The nurse conducts eye, ear, and physical examinations and refers students who need further help to medical agencies. A counselor is assigned to work with children, parents, and adults, with special attention given to the educational, personal, and vocational needs of secondary students. The counselor works with dropouts and potential dropouts in addition to regular students. A unified and coordinated curriculum is being developed in the four high schools in the county, and inservice training programs are offered to teachers.

Director 84
STUDENT LEARNING EXPERIENCE
Drawer N
Weaverville, California 96093

PURPOSE

To compare student improvement in literary research skills, oral and written reports, attendance, rapport, and behavior with growth by a control group of students in another mountainous county.

PROJECT ACTIVITIES

A student exchange program and library resource study centers have been established to serve students in a rural county. Eighth graders in the county exchange places with students from the city junior high school for 1 week. The rural students attend regular classes in the city and cultural programs not available at home. The city students have an opportunity to live for a week during the winter in a mountainous area where lumbering and recreation are the two main activities.

Director 85
INDIVIDUALIZED INSTRUCTIONAL METHODS
Hanford, California 93230

PURPOSE

To help students master physical and earth sciences through an instructional systems approach.

PROJECT ACTIVITIES

Programed group instructional materials and individual instruction are used. Science teachers are helped to improve their skills in setting educational objectives for students and evaluating student performance. Teachers are given inservice training to develop curriculum and teaching materials for nonprogramed portions of the science curriculum. One secondary school in each of the five counties involved was selected for the program. Teachers from these schools attend a 2-week workshop to learn the instructional systems approach and the use of programed group-tutorial materials. Student performance is evaluated periodically during the school year to determine the extent to which (1) the group-tutorial materials achieve their prestated performance objectives and (2) teacher training has been successful.

86

Director
FAMILY LIFE EDUCATION
701 N. Madison
Stockton, California 95202

PURPOSE

To prepare, through an individualized programed course, students for parenthood.

PROJECT ACTIVITIES

The course includes 2 hours of instruction for sixth graders and 3 hours for eighth graders. A similar course has been developed for tenth graders. The course covers the essential facts of and attitudes toward family life, reproduction, and roles and responsibilities of family members to each other and to society. Instruction is presented by a self-teaching device and supplemented by a programed text. A tape recorder with earphones is used for private oral presentation and a shielded screen for graphic visual material observable only to the individual. The programed text material is integrated with the oral and visual presentation.

Director
DEVELOPMENT OF EDUCATIONAL THEATER IN RURAL SCHOOLS
Eureka, California 95501

87

PURPOSE

To help participants develop skills in the language arts, social studies, arts and crafts, music, vocational and business education, and physical education.

PROJECT ACTIVITIES

A traveling educational theater for youth is offered in the schools of a four-county area. A director and an assistant trained in drama spend one semester at a selected school where they produce two finished theatrical productions. Students and other members of the community participate in the productions, which are later presented in neighboring communities, including the next target area, to motivate residents who are involved the following semester. The program is learner-oriented. The director and assistant train community-school personnel to take over after they depart, and they help teachers make maximum use of the theater as a vehicle for learning within the classroom situation. The director teaches drama for one semester at the high school, produces one play for grades K-6 and another for grades 7-12, conducts inservice courses for teachers in the skills of the theater and creative drama, identifies talented drama students, and acquires community assistance where necessary in consultant and technical areas.

88

Director
INDIAN RIVER REGIONAL EDUCATIONAL DEVELOPMENT COUNCIL
Vero Beach, Florida 32960

PURPOSE

To provide assistance to teachers in developing better approaches to learning for students.

PROJECT ACTIVITIES

Representatives of schools in six counties study ways and means of using a creative approach to identify and meet their needs. Emphasis is on long-range planning and pooling of resources.

89

Director
UNIFIED ENGLISH LANGUAGE CURRICULUM
Brunswick, Maine 04011

PURPOSE

To institute a unified English language curriculum in the rural and coastal schools in the State; to lower the dropout rate among linguistically handicapped students, many of Franco-American backgrounds; and to increase the appreciation of the students for the positive elements of their heritage.

PROJECT ACTIVITIES

The program involves three phases: (1) inservice training for 55 teachers of English and language arts; (2) a 6-week summer writing session for the development of teaching materials for grades K-12; and (3) the application by teachers who received the inservice training of the materials developed by the summer writing group in their own classes.

90

Director
CULTURAL ENRICHMENT PROGRAM
Wells, Maine 04090

PURPOSE

To provide a cultural enrichment program for all elementary students in a rural school district.

PROJECT ACTIVITIES

Field trips are taken to a nearby city where the children visit museums, an airport, a restaurant, and historical points. They also ride in an elevator and on a subway. All fifth and sixth graders attend youth concerts in a second city and visit historic homes in a third community. A children's theater group performs in the local community before all students. Authors and illustrators of children's books, naturalists, artists, and historians speak to groups of children in grades 3-6. Five full-length movies are shown to all elementary students, and short subjects of cultural interest are shown to students in grades 3-6.

91

Director
SHARED LEARNING EXPERIENCES PROGRAM
Detroit, Michigan

PURPOSES

1. To develop new curriculum emphases, methods, and materials.
2. To encourage creativity and improve skills of communication, self-direction, and self-evaluation.
3. To develop better self-concepts.
4. To develop a multiracial, multicultural learning environment to help children live effectively in an integrated society

PROJECT ACTIVITIES

A shared learning-experience program has been instituted where children and teachers from one school district will be teamed with children and teachers of a different racial background in other districts. Participants plan for and share meaningful educational experiences. Approximately 35 teachers participate in a 2-day workshop to plan units of study, classroom and field trip activities, parent and community involvement, and evaluation methods.

92

Director
EDUCATIONAL SERVICES CENTER
Cyrus, Minnesota 56323

PURPOSE

To serve school districts in 24 counties in a rural part of the State.

PROJECT ACTIVITIES

Studies are conducted to determine specific services needed, such as (1) mobile educational services--curricular programs for teachers and learning laboratory materials, (2) consultant services of a curricular and instructional nature, and (3) a mobile materials and equipment center. Experimental programs are developed to stimulate local schools interested in innovations or adaptations. The desirability of developing and broadcasting television programs for school districts is being explored, and procedures have been outlined for coordinating adult educational services. Inservice training programs and institutes are scheduled for teachers.

93

Director
LIBRARY OF TAPE RECORDED OCCUPATIONAL INFORMATION
College of Santa Fe
Santa Fe, New Mexico 87501

PURPOSE

To overcome the problem of inadequate, inappropriate, and ineffective occupational information.

PROJECT ACTIVITIES

A library of tape-recorded occupational information has been assembled for use by all secondary school students and counselors in 17 counties. Interviews concerning diverse occupations are recorded on tape, cataloged, filed, and made available to counselors throughout the area. Emphasis is placed on providing interesting and understandable material. The program affords students a more realistic view of vocational and occupational information.

94

Director
TRI-COUNTY SUPPLEMENTARY SERVICE CENTER
Georgetown, Ohio 45130

PURPOSE

To serve 21 school districts in three counties with a curriculum and materials center.

PROJECT ACTIVITIES

The center contains audiovisual and other curriculum materials, plus reproducing equipment. Pickup and delivery services are scheduled, and consultative and advisory services are provided. An audiovisual workshop is offered to elementary and secondary teachers in each county for instruction in the proper use of equipment and integration of materials with instruction. A communication skills workshop is also conducted to help teachers recognize and correct reading difficulties. Methods and materials useful for improving communication skills are described. Pupil personnel services are offered by a psychologist, nurse, speech therapist, and guidance director; and special services are available to physically and mentally handicapped students.

95

Director
COMPREHENSIVE REGIONAL EDUCATIONAL SERVICES CENTER
The Dalles, Oregon 97058

PURPOSE

To serve all school districts in five rural counties.

PROJECT ACTIVITIES

Emphasis is given to improvement in developmental reading, vocational education, school libraries, and instructional materials programs. Consultants in vocational education and guidance, school libraries, instructional media, and developmental reading meet with school staff members to appraise problems, and they conduct inservice programs for teachers in local areas. The media and library consultants study the feasibility of centralized ordering, processing, and the sharing of materials and equipment.

96

Director
CENTRAL TEXAS EDUCATIONAL MEDIA CENTER
San Marcos, Texas 78666

PURPOSE

To establish an educational media center to improve programs by stimulating and training teachers in the creative uses of educational media.

PROJECT ACTIVITIES

This educational media center serves a predominately rural 18-county area. Complete multimedia kits and training workshop syllabi were produced to be used in the training of 30 district media specialists. These specialists are trained in all phases of instructional media application and production. Each specialist is assigned an area of responsibility and conducts inservice training for the teachers in local public school districts and cooperating private schools.

97

Director
EASTERN SANDERS COUNTY VOC-TECH EDUCATIONAL PLAN
Hot Springs, Montana 59845

PURPOSE

To encourage students to continue their education, once exposed to an applied arts curriculum of their choice.

PROJECT ACTIVITIES

The facilities of a community college are used as a training center for the vocational and technical education of 64 noncollege-bound high school students. The students are selected from three school districts and are provided with tuition, board and room, books, and transportation from their homes to the college. The program is held during the summer and includes courses not normally available in small high schools. Typical courses are auto rebuilding and refinishing, cabinetmaking, carpentry, data processing, electronics, hotel management, dental assistance, sheet metal work, watchmaking, and welding.

98

Director
ON THE JOB TRAINING IN HUMAN RELATIONS EDUCATION
Buffalo, New York

PURPOSE

To improve the teaching of human relations as an integral part of the K-12 curriculum.

PROJECT ACTIVITIES

Traveling teams of specialist-teachers provide full-time inservice training for teachers and administrators in public and non-public urban, suburban, and rural schools. For the pilot phases, these participants attend a summer workshop on human relations education to acquire methods and to select materials for use during the school year in their own classrooms and in training other teachers in the area. The project staff evaluates the results of the pilot project and continues to plan and collect teaching materials to be used by the specialist teams.

99

Director
IMPACT 7
Manistee, Michigan 49660

PURPOSE

To introduce improvements in instructional skills and school curriculum in a predominately rural seven-county area.

PROJECT ACTIVITIES

Demonstration programs have been developed to introduce improvements in instructional skills and school curriculum and to serve as models for other schools. These improvements are accomplished through the use of workshops, demonstrations, visitations, conferences, consultant services, and printed materials which develop revised teaching methods, techniques, school programs, and instructional materials. In addition, an education journal is disseminated emphasizing area history, industries, cultures, and arts, and includes teacher supplements to be used in teaching units. Teacher recruitment is stressed as well as inservice training to develop educational leaders and to improve teaching skills. Orientation of substitute teachers is provided to obtain released time for teachers to visit and work in innovative and exemplary education projects in other areas. Upon returning, the teacher assists in implementing new techniques as part of the program. Local community groups and ancillary school personnel are oriented to the changes and how they will be affected by them. A research center has been established to provide area schools with educational research data. Cultural enrichment and information on area industry are provided to the students.

100

Director
HARRISON REGIONAL ARTS AND CRAFTS CENTER
Harrison, Arkansas 72601

PURPOSE

To elevate and expand the cultural level of a rural area.

PROJECT ACTIVITIES

Exposure to and professional guidance in the appreciation of the arts are provided through active participation and observance. An educational park system in arts and crafts is used whereby all schoolage children in the seven counties perform in dramatic and musical presentations in their own schools. The services of qualified highly recognized teachers in each field of the arts have been obtained. Inservice training for teachers is provided through an initial 2-day planning sesssion, followed by 6-week summer workshops and monthly workshop classes during the school year. The program emphasizes the teaching of art, crafts, music, and design as part of everyday personal involvement. The revival of native talents, such as woodworking, is attempted. Studies are being made of the feasibility of extending the program to preschool children and adults.

101

Director
OKEFENOKEE ELEMENTARY SCIENCE AND CURRICULUM PROJECT
Waycross, Georgia 31501

PURPOSE

To conduct a science curriculum improvement program using shared services across system lines in rural elementary schools.

PROJECT ACTIVITIES

The American Association for the Advancement of Science (AAAS) Program "Science--A Process Approach" is incorporated into the the curriculum. Thirty teachers are selected from the school system to participate in a 3-week summer workshop and Saturday sessions. The teachers receive a concentrated orientation to the process approach in terms of content, methods, and materials. These thirty teachers then return to the school system to share materials and knowledge with their fellow teachers, and to help incorporate the program into the curriculum. Portable videotape recorders are used in both the teacher workshops and participating classrooms.

102

Director
GUIDANCE AND COUNSELING SERVICE
Camden, Maine 04843

PURPOSE

To encourage rural youth to discover their potential and to seek opportunities to fully develop them.

PROJECT ACTIVITIES

A mobile unit provides guidance and counseling services to students in grades 1-8 in a rural area. Local surveys indicated that many of the gifted youth of the community accept menial employment due to low-level aspiration and lack of vocational guidance. Emphasis is placed on (1) comprehensive guidance, counseling, and home visits through a planned program of social needs developed cooperatively with parents, families, and social community agencies; (2) remedial instruction; (3) special programs of academic subject fields; (4) cultural education; (5) study areas and library services for after-school hours; (6) new media; (7) special education; (8) community involvement; and (9) general followup of students in the area of continued schooling and vocational choices.

103

Director
OPERATION TREASURE HUNT
Wiscasset, Maine 04578

PURPOSE

To establish a mobile resource unit to bring cultural enrichment to isolated rural areas.

PROJECT ACTIVITIES

The project should widen the experiences of the rural child and make him aware of the vast cultural heritage of the area surrounding him. The program offers an interdisciplinary approach in five main areas of enrichment - history, art, drama, crafts, and music. The mobile unit features supplementary programs offered by local musicians, drama groups, and crafts through actual involvement and personal guidance. Local professionls visit as friends, not celebrities. Wider use of educational television has been planned. Close cooperation is maintained with local historical societies, and field trips are scheduled. The mobile unit is an integral part of each school system, with the staff in full force working in one section at a time. Five-week units are planned with workshop sessions scheduled during the interim periods for evaluation and further planning.

104

Director
FINE ARTS
Elko, Nevada 89801

PURPOSE

To identify the needs of the schools in all areas of curriculum and staff development, with particular emphasis on cultural enrichment and fine arts.

PROJECT ACTIVITIES

A curriculum development program was planned and conducted for a school district in an isolated area. Teacher workshops are held to introduce new curriculum approaches and teaching methods for the coming school year. Educational leadership is provided to develop a more closely knit teaching system. A four-wheel drive vehicle has been purchased so that all schools in the district can be visited regularly.

105

Director
VIRGIN VALLEY DISSEMINATION AND STAFF TRAINING PROJECT
Mesquite, Nevada 89024

PURPOSE

To involve the teaching staff of a rural high school in an inservice training program to learn and develop new teaching methods, materials, and techniques.

PROJECT ACTIVITIES

Substitute teachers and teacher aides are provided to release participating teachers to attend training sessions and meetings and to visit other schools. Each year the total staff attends a 1-week workshop in which one-third attends summer classes, and another third teaches summer workshops. Techniques studied include (1) nongraded systems, (2) instructional groupings, (3) continuous progress curriculums, (4) new staffing patterns, (5) flexible scheduling, and (6) use of facilities to promote independent study. The teachers implement these projects during the regular school year.

106

Director
COOPERATIVE PROGRAM IN SPECIAL EDUCATION
Las Vegas, New Mexico 87701

PURPOSE

To establish a special education program in a bicultural, economically disadvantaged rural area.

PROJECT ACTIVITIES

Diagnosis, treatment, and educational planning are based on individual needs of children who are functioning at a mentally retarded level. Cooperative agreements are established between school districts and all State agencies and institutions for disabled children. Consultants are brought in to (1) identify and evaluate students needing special education, (2) develop programs from organization of classes and administration of the program to planning curriculum guides, materials and techniques, and (3) develop continuing projects evaluating each facet of the program. Research projects are initiated to explore different approaches to learning. Inservice programs are for personnel participating in the project.

107

Director
SUPPLEMENTARY EDUCATION CENTER
Bottineau, North Dakota 58318

PURPOSE

To establish three mobile resource centers to serve a sparsely populated rural area.

PROJECT ACTIVITIES

A mobile vocational services and materials resource center offers guidance and counseling and distributes films, books, and other audiovisual materials. The counselor works closely with the vocational agriculture teacher to provide after-school and summer programs for students and adults. A mobile library and instructional communication services center distributes library materials and provides inservice training for teachers in the field of instructional communications. The library is opened to adults. A third mobile van offers an instructional curriculum development program which assists the schools in developing systematic educational improvement programs and in planning organized inservice growth for their staffs. Assistance is given in the areas of instructional improvement, selection of materials, utilization of human resources, and test selection and interpretation. The mobile units visit all communities on a prearranged schedule.

108

Director
COOPERATIVE EDUCATIONAL SERVICE CENTER
Heber City, Utah 84032

PURPOSE

To establish a cooperative education service center for a rural area.

PROJECT ACTIVITIES

A cooperative education service center has been established for a rural area to (1) raise the competency level of teachers and administrators through inservice education programs, (2) design and test new curricular programs, (3) develop program models, and (4) establish inter-district use of specialists and materials. Inservice training includes summer workshops in such areas as language arts, mathematics, cooperative learning plans with nearby higher education institutions, leadership training programs, and visitations to other schools. A language arts curriculum has been developed through the employment of a full-time specialist to implement new programs and through the use of a small mobile unit housing language arts materials. Mathematics programs using individualized instruction have been developed and implemented. A curriculum resource center has been established to acquire and supply instructional media for inservice training.

109

Director
SOUTH CENTRAL EDUCATION SERVICE UNIT
Bedford, Indiana 47421

PURPOSE

To establish an educational service center in a sparsely populated rural area.

PROJECT ACTIVITIES

A curriculum developmental and media utilization language arts program is administered through a mobile demonstration lab. Two teachers from each district are appointed to serve as links between project staff and the individual school. A systems approach to cooperative inservice training and to leadership training in curriculum development has been initiated. A pupil personnel services program, utilizing mobile counseling units complete with staff and equipment, provides supplementary guidance programs.

An adminstrative leadership development program has been initiated to overcome a reluctance to accept innovation among present administrators.

110

Director
PROJECT PROBE
135 Old Main
State University College
Oneonta, New York 13820

PURPOSE

To develop innovative ways to meet the needs of its rurally disadvantaged student population in the following areas: (1) Economics Education K-12, (2) Science Education K-12, (3) Social Studies Education K-12, (4) Education in Rural Government, and (5) Utilization of Museums as Teaching Resources.

PROJECT ACTIVITIES

Currently, the economics education component is the only one which has been funded. Program activities include:

1. TV courses, inservice courses, and workshops to increase the knowledge and skills of social studies and elementary teachers in the context and teaching methodology of economics concepts and problems, particularly of the rurally disadvantaged.
2. The design of an economics curriculum K-12 utilizing the New York State new curriculum guides, specifically for the rurally disadvantaged student.
3. Implementation of the experimental curriculum in model schools, revising and disseminating it for use in the PROBE area.

111

Director
CULTURAL OPPORTUNITIES RESOURCE CENTER
Marshall, Minnesota 56258

PURPOSE

To offer cultural enrichment to elementary and secondary school students in a rural area through expanded programs in dramatics, music, and art.

PROJECT ACTIVITIES

Culminating experiences are provided through professional performances and exhibits. Since the regular staff is responsible for most of the learning activities, inservice training receives the highest priority. The dramatics program features performances of a children's theater for elementary schools, performances for students and adults by a touring university theater group, and direction of a community play by a professional director. The music program offers youth concerts by chamber music ensembles, clinics for high school and instrumental performance, and music literature clinics for vocal and instrumental directors. The art program is highlighted by touring exhibits in secondary schools, an artist-in-residence for a 1-week series, and an areawide art exhibit displaying works by school and adult artists.

Director
EDUCATIONAL AND CULTURAL ENRICHMENT PROJECT
Macomb, Illinois 61455

112

PURPOSE

To establish centers to provide educational and cultural enrichment, improvement of curriculum, administrative organization, school services, activities, and cultural experiences. One or more centers are planned to provide an optimized program in one subject area - such as science, foreign language, or American heritage. Alternate studies are being made of bringing psychological, health, supervision, and learning services to the students.

PROJECT ACTIVITIES

Activities include:

a. Analysis of needs, strengths, and weaknesses.
b. Inventories of community historical and cultural
c. Identification of physical facilities adaptable to the area centers.
d. Bus routing.
e. Flexible class scheduling.
f. Identification of ways to raise the cultural and educational sights of the communities.

113

Director
DEVELOPMENT OF PRESCHOOL AND PRIMARY CHILDREN
Alturas, California 96101

PURPOSE

To provide a preschool program for the effective development of preschool and primary children in an isolated mountainous rural area. In coordination with the staff of two Headstart programs, the planning staff uses consultant assistance in child development and school curriculum to develop a preschool program for all socioeconomic levels.

PROJECT ACTIVITIES

Activities include (1) identifying strengths and compensating for weaknesses of rural preschool children, (2) articulation of the program with Headstart projects, (3) instituting parental involvement in preschool cognitive development, and (4) evaluation and articulation with the regular school program. A child counselor screened and assessed the developmental levels of kindergarten and first-grade students and explored means of preventing pupil failure through home-school interaction.

114

Director
REGIONAL SERVICE CENTER TO HELP HANDICAPPED CHILDREN
Pulaski, Virginia 24301

PURPOSE

To offer diagnostic, remedial, and preventive services to the physically, mentally, emotionally, and/or educationally handicapped child, and generally upgrade the quality of education in this area.

PROJECT ACTIVITIES

Professional evaluation and therapeutic services are provided for all schoolage children as soon as symptoms of mental or physical problems become apparent. Maintenance of the best possible home and school environment is encouraged to provide challenging experiences for mentally retarded or emotionally disturbed children. Diagnostic services are provided for identifying and remediating learning difficulties; and speech therapy is offered by professional therapists, followed up by the regular classroom teacher. There is interchange of information among all specialists and agencies.

115

Director
REDEPLOYMENT OF THE SCHOOL STAFF
Dobson, North Carolina 27017

PURPOSE

To improve weaknesses in a predominantly rural county school system through team teaching, using an ungraded approach for grades 1-8.

PROJECT ACTIVITIES

Team planning, team teaching, team evaluation, and a study of staffing patterns are emphasized in two model ungraded schools for grades 1-4. Teacher aides are used to free teachers for planning time to study new methods, to appraise more effectively the students' needs, and to individualize the instructional program. For instruction, students in grades 1-4 are divided on 12 to 16 different flexible levels, depending on range of scores on test results. Flexible scheduling is also used. A study of the assignment of staff and the organization of the school in grades 5-8 is conducted during the school year. Emphasis is given to exploring staffing patterns that better use the talents and personalities of individual teachers. A 2-week college credit summer course is offered free to all elementary teachers by a nearby university. A workshop is held for participating teachers for 1 week prior to the opening of school.

116

Director
INNOVATIVE PRACTICES IN TEACHING OF ENGLISH
Meadville, Pennsylvania 16335

PURPOSE

To revise the English curriculum in the secondary schools of a rural area to include linguistics, rhetoric and composition, and literary criticism.

PROJECT ACTIVITIES

New vistas in content and methodology of secondary English instruction are explored. Cooperative exchange of ideas and experiences is stressed among English teachers, extensive inservice training is offered to English teachers via ten 2-hour workshops each year in the three phases of English - linguistics, rhetoric and composition, and literary criticism. Teachers are encouraged to do further graduate work in their field and attend NDEA English Institutes.

117

Director
PUPIL PERSONNEL SERVICES FOR UNION COUNTY SCHOOLS
Union, South Carolina 29379

PURPOSE

To introduce pupil personnel services in a rural area characterized by a high dropout rate and low-level parental aspiration.

PROJECT ACTIVITIES

Special programs are provided to assist teachers, students, and parents in helping the students achieve their potential physically, socially, mentally, and emotionally. The programs include counseling, testing, speech correction, remedial and developmental reading, physical education, health services and education, psychological services, social services, and special instructional services. A kindergarten program has been introduced. A pupil-oriented curriculum has been developed which will focus on early identification of interests and needs of all pupils. An elementary guidance program has been instituted. Parent counseling is provided on a limited basis. Emphasis is placed on vocational exploration through audiovisual presentations and instructional materials, as well as field trips to local industries. Individual pupil data are studied and research expanded in such areas as selective service failure, dropouts, occupational choices of graduates, and relation of socioeconomic status to school failure. Inservice training is intensified, and visitations to other programs have been made. Adult education below grade 8 is offered.

118

Director
PROJECT REACHIGH
Clarksville, Tennessee 37040

PURPOSE

To initiate research into action for the Highland (Reachigh) Project to bring multifaceted educational and cultural development to a 16-county rural area.

PROJECT ACTIVITIES

Changes in curriculum, instruction, teaching, and learning are brought about by five programs--(1) RISE - Reachigh Inservice Education, (2) REAP - Reading Enrichment Activities Program, (3) STEPS - Steps Toward Exemplary Psychological Services, (4) EXCITE - Exemplary Centers for Innovative Experience, and (5) CAP - Cultural Activities Program. Demonstration centers and a mobile reading lab were established through the efforts of projects EXCITE and REAP. Psychological services (Project STEPS) are developed by training and employment of specialists to support the participating school systems. Cultural enrichment is taken directly to the students by project CAP through traveling art exhibits, music programs, and children's theaters. EXCITE includes the establishment and operation of six early childhood multiage centers to offer kindergarten experiences to children, age 4-6.

119

Director
THREE RIVERS ACTIVITIES CENTER FOR EDUCATION
Lake City, Florida 32055

PURPOSE

To establish a resource center to provide physical education equipment and services for elementary schools in a sparsely populated six-county area.

PROJECT ACTIVITIES

During a one-week summer workshop teachers receive instruction in (1) the administration of physical fitness screening tests, (2) the establishment of perceptual motor skills, and (3) new techniques including physical education activities for retardates. Specialists in movement education introduce teachers to movement exploration activities and equipment. The program is designed to break away from the traditional supervised-play pattern and to introduce activities that complement and facilitate learning in other phases of the curriculum. Racquet sports, bowling, and golf have been introduced at the secondary level. A portable pool is used to teach swimming at selected schools. Emphasis is placed on swimming for survival. Special facilities were installed in all school centers and include equipment commonly known as a challenge course. Music and art instruction are correlated with physical education activities when appropriate. Outdoor programs were instituted to develop recreational and camping skills along with an appreciation of natural resources.

120

Director
DIAGNOSTIC AND LEARNING LABORATORY
Pocatello, Idaho 83201

PURPOSE

To provide diagnostic and remedial services to children experiencing learning difficulties through a center serving a semiurban/rural three-county area.

PROJECT ACTIVITIES

Major emphases of the project are (1) diagnosis of learning disabilities, (2) relating diagnosis to remediation, and (3) providing strong inservice and preservice instruction for teachers. The staff includes such specialists as speech and hearing therapists, psychological examiners, counselors, physiotherapists, social workers, and educational therapists. The central unit provides testing services and classroom space for three teaching stations; a mobile van provides diagnostic service work in outlying areas. Participating districts provide and equip seven classroom units to serve as teaching stations. Diagnostic procedures are designed for a multidisciplinary approach, and professional recommendations are relayed to the teacher for classroom implementation. Treatment programs include adaptive treatment provided by classroom teachers based on diagnostic findings, intensive treatment provided by educational therapists in special programs, and specific remediation for individual problems provided on a tutorial basis. The program supplies evaluation and dissemination of teaching materials and coordination with university training and research programs.

121

Director
REMEDIAL READING MOBILE LABORATORY
Skowhegan, Maine 04976

PURPOSE

To offer remedial reading services in a rural area through a mobile laboratory.

PROJECT ACTIVITIES

The reading laboratory is equipped with teaching machines, television, and film and slide projectors to meet the needs of underachievers in grades 1-8 in a small school district with multigraded self-contained classrooms. Reading disabilities of referred students are tested through standard diagnostic tests. Emphasis is placed on development of visual and perceptual skills needed for easy word recognition and more fluent reading. The feasibility of establishing control groups, one using a linquistic-phonetic approach to reading and other standard remedial procedures, is being studied.

Director 122
CLINICAL REMEDIAL SERVICES CENTER
316 Mockingbird Lane
P.O. Box 511
Sallisaw, Oklahoma 74955

PURPOSE

To establish diagnostic and corrective services for speech defects, poor vision and hearing, deficiences in reading, emotional disorders; to establish special classes for the educable mentally retarded and trainable mentally retarded; and to provide inservice training for classroom teachers to help them identify, refer, and instruct students with learning disabilities.

PROJECT ACTIVITIES

Among the procedures used are diagnostic services, remedial programs, and clinical techniques. The professional staff represents the specialized areas of psychology, speech, and audiology, social work, medicine, reading, and counselor education. An administrative staff organizes and directs the diagnostic and remedial services curriculum program. Student need is determined by school records, case studies, teacher surveys, and achievement test results. Areas assessed are sensory motor areas, perceptual motor areas, language areas, higher thought procedures, and emotional and social development.

Director 123
PROJECT CHILD
Chardon, Ohio 44024

PURPOSE

To develop and administer a comprehensive program of pupil personnel services to focus on the prevention and early correction of learning difficulties for students in a rural county area.

PROJECT ACTIVITIES

The specialist resource team attacking learning problems includes the classroom teacher, elementary guidance counselor, social worker, attendance coordinator, psychologist, speech and hearing therapists, doctor, nurse, and dental hygienist. Special service personnel is assigned to school districts on a geographic and student ratio basis to develop long-term relationships with the school staffs. Program services include (1) identification of individual differences through diagnostic medical services, psychological testing and guidance screening techniques, (2) removal or reduction of learning blocks through counseling, specialized instruction, therapy, and/or home contact by the social worker or attendance coordinator, (3) early identification of school maladjustment symptoms and provision of remedial measures, (4) promotion of growth traits characteristic of quality school performances, (5) improvement of educational, vocational, and personal counseling for students and out-of-school persons. A centralized referral system serves as a repository of all special services reports.

Director 124
OPERATION SPECIAL EDUCATION
Aiken, South Carolina 29801

PURPOSE

To establish a training center for special education teachers in an urban/rural area.

PROJECT ACTIVITIES

The center serves children identified as educable mentally retarded, trainable mentally retarded, and having special learning difficulties. It is adjacent to a regular elementary school, and special education students share playground and cafeteria facilities with the other students to enhance social interaction. Twelve teachers were selected for inservice training in special education. Preservice training at the center is offered to candidates from a nearby university. The center staff includes three resource teachers, two psychologists, four pupil personnel workers, and neurological, psychiatric and pediatrics consultants.

125

Director
HIGH SCHOOL ELECTRONICS PROGRAM
Athens, Texas 75751

PURPOSE

To establish an electricity-electronics laboratory in a rural school system to offer industrial arts education as part of the high school curriculum and to train future technicians for jobs in local industries

PROJECT ACTIVITIES

Close cooperation between industry and school is stressed. Prevocational students are given manipulative experiences that will acquaint them with tools and equipment used in the electrical-elecronics field. Basic work in mathematics as applied to electricity and electronics is reviewed. Trainees study various job classes or opportunities in the field. Home projects are encouraged for able students. Students are bussed from several small schools to the project center.

126

Director
DEVELOPMENTAL READING SKILLS FACILITY
Nottoway, Virgina 23955

PURPOSE

To provide developmental and remedial reading services for students, grades 1-12, in a predominately rural area.

PROJECT ACTIVITIES

The program focuses primarily on those students in the top and bottom thirds of their grade level; however, about 150 retarded children in special education classes are also included. Disabled and advanced readers are referred by school faculty to the center for diagnostic testing. Parent interviews are held and case histories developed. Developmental and corrective instruction is provided to small classes of no more than 10 students for a minimum of 3 hours a week. The classes are conducted 6 days a week in a year-round program. Reading programs are geared to individual needs through a multimedia approach, and individual lesson scheduling is used. Classtime includes opportunities for browsing, creativity, and classroom remedial or enrichment instruction. Specialists from the center travel to the schools to provide instruction in the classroom. Teachers, administrators, and supervisors take part in seminars and group discussions and participate in the learning and teaching of the reading process. Inservice training includes techniques of recognizing reading readiness, methods of determining proper instructional levels, and ways of developing critical thinking and word recognition skills.

127

Director
LEARNING RESOURCES CENTER
Princeton, West Virgina 24740

PURPOSE

To establish a regional resource center to upgrade teacher skills, provide cultural experiences for students, and stimulate change in rural mountainous area.

PROJECT ACTIVITIES

Specialists are employed in the areas of mathematics, science, reading, language arts, social studies, music, art, audiovisual aids, guidance services, and dissemination of educational information. The specialists work with county school officials, principals, and teachers in program planning, curriculum organization, and development. Surveys are conducted to determine teacher training areas, and the specialists organize and direct workshops and needed training courses. Music and art specialists concentrate on arranging for exhibits and performances to bring cultural enrichment to students throughout the region. An educational information specialist has the primary responsibility of keeping professional staffs in the region informed concerning the operation of the project with particular emphasis on exemplary programs. The information specialist also serves as editor of a professional publication to be mailed periodically to all teachers. A complete library of current educational publications has been developed. Demonstration teaching projects are conducted in a local school to provide an opportunity for observation of new techniques to school officials and staff.

128

Director
DEVELOPMENT CENTER FOR EXCEPTIONAL CHILDREN
Caldwell, Idaho 83605

PURPOSE

To establish an educational service center to provide special education services to exceptional and educationally disadvantaged children in a predominantly rural two-county area.

PROJECT ACTIVITIES

Curriculum has been developed for migrant, retarded, and other educationally disadvantaged children from early childhood through high school, with particular emphasis on language development. Pupil personnel services are initiated to include identification, evaluation, therapy, counseling, and referral services. Professional and paraprofessional preservice and inservice training programs are conducted. Such programs include training of teacher aides, practicum for teachers of migrant and exceptional children, and internships for graduate trainees in special education, school psychology, speech and hearing, and social work. Adult education programs are directed towards parents of exceptional children, migrants, and ex-migrants. Additional programs are focused on encouraging the recognition of migrants, the retarded, and their interrelationship with the community. A consultant service has been established through which specialists not on the center staff provide supplemental services on a continuing basis. The development of similar supplementary centers throughout the interdistrict area is being promoted.

129

Director
EDUCATIONAL IMPROVEMENT CENTER
Parsons, Kansas 67357

PURPOSE

To expand educational television programing to serve elementary students in a disadvantaged rural area.

PROJECT ACTIVITIES

Research specialists/television teachers are employed to prepare three 20-minute videotaped lessons each week. Copies of these lessons are placed in a cooperative tape bank, which provides tapes for replay in all participating school districts on a request basis. The taped lessons are later offered as part of adult basic education classes. Curriculum improvement and extension have been planned in cooperation with a nearby educational laboratory in the State university. Each superintendent submits to the project director a list of curriculum areas he desires to extend or innovations he desires to implement, and priorities are assigned. Inservice teacher education is conducted, with emphasis placed on elementary methods and techniques. Part-time consultants from the educational laboratory conduct surveys of present teaching techniques, materials, and equipment in each school system at each grade level of his specific curriculum area. Inservice training needs are identified from the surveys. A series of classroom teacher and studio teacher opinionnaires is developed to facilitate the continuous exchange of information throughout the year.

130

Director
EDUCATIONAL SERVICE CENTER
St. Cloud, Minnesota 56301

PURPOSE

To establish an educational services council to serve a 15-county area.

PROJECT ACTIVITIES

Project staff coordinate all area resources for solutions to educational problems, with special attention given to (1) learning disability cases, (2) curriculum leadership, coordination, and stimulation, (3) instructional improvement in isolated rural schools, (4) family life and sex education, and (5) cultural enrichment. The following have been developed:

1. A child evaluation center staffed by a part-time team of specialists.
2. A central media/curriculum development center, with initial concentration on a new mathematics curriculum
3. A professional library of mathematics to serve as a basis for inservice courses and demonstrations
4. A master teacher plan
5. An interdisciplinary 3-year sequence of senior high school science structured on the concept of energy transformation
6. A fused curriculum for family life education for grades K-12
7. A fine arts program
8. An electronic data processing commission

131

Director
MOBILE UNIT OF INSTRUCTION
Perryville, Missouri 63775

PURPOSE

To bring music and art education to students in a rural area via a mobile instructional unit.

PROJECT ACTIVITIES

The unit visits each classroom once a week. Two fine arts teachers and a driver/teacher aide travel with the unit. The van is equipped with all materials necessary for instruction in music and art--a filmstrip projector, an organ, an overhead projector, an opaque projector, a phonograph, and a tape recorder. Filmstrips, records, art media, and transparencies are also provided. Additional field trips, concerts, and other cultural enrichment programs will be arranged. Existing library materials are used to supplement the project. Program evaluation includes the administration of standardized tests in the area of fine arts and observation of the involvement of individuals and groups in the fields of art and music.

132

Director
UNITS OF EDUCATION BY MOBILE CLASSROOMS
Fremont, Nebraska 68025

PURPOSE

To bring special education services to a rural area via a mobile unit.

PROJECT ACTIVITIES

Two itinerant speech therapists cover a two-county area in a mobile unit equipped with an overhead projector, an audiometer, an auditory trainer, tape recorders, headphones, a speech master, and a record player. The two therapists work together, exchange case loads, and conduct professional consultations with parents and teachers. Follow-up studies are made to determine whether (1) time lost on the road can be justified for the number of students helped, (2) the units can return often enough to the schools being serviced to meet State requirements, (3) the motivational feature of the motorized classroom is an additional factor of a learning situation, (4) isolation from normal school sounds can make a marked contribution to student learning, (5) two itinerant teachers can provide better results in the speech therapy program than can one therapist working alone within the school, (6) advantages can be gained by shifting individual students between instructors, (7) motorized mobile classrooms are practical in extreme winter weather conditions, and (8) itinerant service will only perpetuate small, sometimes ineffective school districts. The attitudes of children receiving therapy, their parents, the regular classroom teacher, and the school administrators are being closely studied.

133

Director
NORTHEASTERN NEW YORK CENTER
Malone, New York 12953

PURPOSE

To provide diagnostic and remedial services for students with learning difficulties in a predominantly rural three-county area.

PROJECT ACTIVITIES

A center has been established and staffed by a clinical psychologist, a psychiatric social worker, and a reading clinician, with a part-time consulting psychiatrist and a physician. Public and nonpublic school students and preschoolers with learning difficulties are referred to the center upon the recommendation of their school, pediatricians or other qualified persons. Preference is given to elementary students if the volume of applications is large. The Center staff consults with school officials to ascertain the individual student's problem, previous diagnostic measures, and other additional data. Based on the background information, necessary center services are provided and the results, with recommendations, made available to the student's school. Individualized and specialized programs are developed for the student with a follow-up. A continuing program of education is conducted for school staff, parents, and members of various interested public and private agencies. Inservice programs are provided to acquaint school staffs with the necessary information for proper screening of candidates for referral and to upgrade individual teacher skills and knowledge in working with these particular student types.

Director 134
UPPER DESLACS GUIDANCE CENTER
University of North Dakota
Grand Forks, North Dakota 58201

PURPOSE

To provide guidance and counseling services for elementary school children in a rural area through the use of a mobilized unit.

PROJECT ACTIVITIES

Emphasis is placed upon parental counseling of both elementary and preschool children, including home visitations by guidance personnel. The preschool guidance program is designed to (1) assess the socioeconomic and educational background of children, (2) alert the school to special emotional or medical problems which these children may have, and (3) assist parents in understanding the value of a good education for their children. Films, books, and other guidance materials are offered to parents. The guidance program for elementary schools is oriented toward self-discovery, adjustment, and awareness of the world of work. An interdisciplinary approach--stressing occupational information in the study of history, geography, and social studies--is utilized. Inservice training programs for teachers are offered to acquaint teachers with the philosophy and methods of elementary guidance.

Director 135
COTEAU HILLS RESOURCE CENTER
Ellendale, North Dakota 58436

PURPOSE

To bring educational/curricular change to a rural area through an articulated series of test projects and supplementary services for participating school districts.

PROJECT ACTIVITIES

Project staff (1) stimulate through workshops, seminars, and visitations a nucleus of interested and informed local teachers and administrators, who act as liaison personnel, (2) train, with this nucleus and in cooperation with a nearby university, other staffs in participating schools, (3) develop instructional programs, and (4) raise the level of awareness of new projects in other areas. The first test project involved two mobile modules, one housing electronic equipment and the other offering power mechanics, to bring mobilized vocational education for grades 8-12 to two school districts. Each module is retained for one semester in each school. Inservice and preservice education for teachers is stressed, since half of the teachers in the area are noncredentialed. A visitation program to demonstration/model classrooms has been developed. An intern program of preservice education has been expanded to strengthen the lines of communication between schools, college, and the resource center, and to promote the implementation of educational innovation. Other test programs include (1) a cultural awareness program for all students, (2) an occupational preparations and continuing education program, and (3) a nurse-health education program.

Director 136
SOUTHEASTERN EDUCATIONAL EXEMPLARY KOMPACT (SEEK)
Marietta, Ohio 45750

PURPOSE

To provide diagnostic and remedial services via mobile units for a sparsely populated three-county area.

PROJECT ACTIVITIES

Staff assistance is provided in the areas of reading, speech correction, guidance, psychological services, social work, inservice training, school health programs, other Federal projects, and in initiating the development and operation of prototype programs. On-the-spot services are provided by crews of specialists in two mobile trailer units. Students in grades 2-12, who are at least 2 years below their grade level placement, are referred to the mobile unit staff by classroom teachers. The staff of specialists diagnose reading difficulties, provide remedial services, and recommend steps to be taken by school officials and teachers. A high school developmental reading project is conducted at one high school, available to all students in grades 9-12 on a voluntary basis. Inservice training is conducted for teachers and administrators in such areas as reading instruction, curriculum improvement, and other Federal programs. Center staff recommend methods, techniques, and materials to be used, both on a group and individual basis, to help the teacher and the student in the classroom.

137

Director
UPPER CUMBERLAND
Livingston, Tennessee 38570

PURPOSE

To provide inservice training, vocational guidance, and cultural enrichment to create a more effective learning environment for students in a 16-county sparsely populated, rural mountainous area.

PROJECT ACTIVITIES

Sensitivity training, using the problem-solving approach, was given to 150 principals and teachers during a 3-week summer session (1) to encourage reassessment of their attitudes concerning professional responsibilities toward the student, and (2) to foster attitudinal change when indicated. Participants were involved in the identification of pupil behavior problems and the development of solutions to meet them. Guidance and counseling services were introduced in one elementary and one junior high school, with one counselor provided for each 200 students. The counselor (1) works with students individually and in groups, (2) familiarizes school faculty with the program, (3) develops a library of vocational films and literature, and (4) works with parents in assessing student needs. Creative development in art, music, and drama has been implemented through the employment of one teacher for each field in two elementary schools and one high school. Each teacher works with community groups at least two nights a week to stimulate interest in the program. Exhibits of arts and crafts, and live performances in music and drama provide further opportunity for aesthetic experiences.

138

Director
EAST TEXAS EDUCATIONAL SERVICES
Nacogdoches, Texas 75961

PURPOSE

To provide guidance and instructional service toward staff development for the improvement of learning opportunities in a predominantly rural 6-county area.

PROJECT ACTIVITIES

Increased services to students are used as tools in improving the teaching competency and efficiency of educational staff in participating schools. Staff development programs are conducted at the local level within single system and, on a broader scale, with cooperative programs involving two or more school systems in one activity. A counselor and an instructional consultant have been assigned to local school systems to (1) assist local staff in identifying and diagnosing learning difficulties of students and in developing remediation programs, (2) provide personal and group assistance to teachers, and (3) work with local inservice programs. Demonstration projects are being conducted in three school systems, selected because they represent characteristics of other schools in the area. Two school systems are located in rural communities, with grades 1-8 in one school not integrated at the present time. The third school system, in an urban community but serving a large surrounding rural area, are undergoing a complete evaluation of the school program. Additional demonstration projects will be evolved for two urban elementary schools.

139

Director
OKALOOSA-WALTON CULTURAL CENTER
Valparaiso, Florida 32580

PURPOSE

To offer a complete spectrum of opportunities for aesthetic education to all citizens in a rural area.

PROJECT ACTIVITIES

The center houses films, slides, phonograph records, tapes, and other audiovisual aids to be utilized by area schools, service groups, and interested citizens. An adjacent repository for special equipment, such as musical instruments, has been established. Curricular programs exist in art, drama, music, and physical culture, library, and youth theater. Roving teachers and specialists are assigned to schools to assist in program implementation. Consultant services are provided to improve teacher skills through summer workshops, inservice training programs, and visitations. A creativity laboratory has been established to conduct research concerning the nature of the creative process.

140

Director
DEMONSTRATION CENTER FOR PUPIL PERSONNEL SERVICES
Conyers, Georgia 30207

PURPOSE

To provide pupil personnel services to students, parents, and school professional personnel in a rural area.

PROJECT ACTIVITIES

In additon to providing demonstrating space, equipment, and service functions, the facility and personnel work cooperatively with several educational institutions in the training of student personnel specialist graduate students. The institutions use the center for practicums, internships, and observations. Center staff include such specialists as a school psychologist, a psychometrist, a school social worker, a school nurse, a visiting teacher, a speech therapist, a physician, a psychologist, and counselors. Services include (1) comprehensive psychological, social, and educational diagnostic assessment of students, (2) diagnostic assessment of learning disorders, (3) multiphasic physical screening, referral, and followup, (4) vocational guidance, and (5) counseling with students, parents, and school staff.

141

Director
INSTRUCTIONAL MATERIALS PRODUCTION CENTER
Seward, Nebraska 68434

PURPOSE

To operate a service-oriented instructional materials center in a rural area.

PROJECT ACTIVITIES

Teachers are aided in developing the basic skills needed to help them approach the newer educational technology with greater confidence. Emphasis is placed on the production of materials rather than on the use of prepared materials collected in a depository. Center staff travels to all schools in the district to work with individual teachers before school, during school, and after school on specific teaching problems. Early inservice instruction was focused on visualization techniques, such as basic graphic skills. The social studies curriculum was selected as a test project to demonstrate how instruction can be improved through visual presentations. The center includes a basic professional library, a corps of resource people, and a supply of curriculum materials and equipment that individual schools cannot afford.

142

Director
SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES
Devils Lake, North Dakota 58301

PURPOSE

To provide mobile vocational, guidance, and counseling services to schools in a sparsely populated rural area.

PROJECT ACTIVITIES

Special services have been initiated for American Indian students (BIA) to build strong attitudes for furthering education and bridging the gap with the dominant culture. Area schools are successively selected for participation during a 3-year period on the bases of need, interest, and physical location. A team of two vocational teachers works mornings at one school and afternoons at another. Vocational classes include clothing or office machine training for girls and woodworking or drafting instruction for boys.

Guidance counselors work with the students in 15 schools and are responsible for the dissemination of vocational information, general counseling, and testing. A school social worker, an Indian guidance counselor, and an Indian affairs specialist work on the reservation with local education personnel and BIA employees to increase the holding power of schools and reduce the dropout rate. A 6-week residential summer session is held at a local junior college for 30 Indian students to orient them to off-reservation living, introduce them to the school system, and enlarge their background experience. Inservice training is conducted to change teacher attitudes toward disadvantaged students.

Director
EXEMPLARY EDUCATION IN ENTERPRISE
Redding, California 96001

143

PURPOSE

To introduce model programs from schools throughout the educational world to teachers in a mountainous rural seven-county area through a demonstration learning center.

PROJECT ACTIVITIES

Advanced classes in methods and techniques were unavailable to many teachers because of distance and hazardous traveling conditions. A demonstration school has been established in a centrally located small community to provide a controlled situation in which to scientifically administer and evaluate educational materials and methods. Teachers both observe and teach at the center to insure thorough acquaintance with current educational practices. Other operational programs are visited to identify approaches to be adapted for use at the center. Materials and techniques, developed by teachers and consultants to meet local needs, are screened, field tested, duplicated, and disseminated to regional schools. Demonstrations include (1) the effectiveness of cluster instructional materials, (2) team teaching in ungraded schools, (3) ungraded instructional materials, (4) individualized programs in language arts and social studies, (5) teaching techniques to be used with handicapped children, (6) classes for the gifted, and (7) evaluation techniques. Follow-up evaluation is made to determine the extent to which visiting teachers use observed techniques and materials in their home districts.

Director
PROJECT ADJUSTMENT CENTER
Marion, Illinois 62959

144

PURPOSE

To identify and provide handicapped children in a rural county area with special education services developed for them.

PROJECT ACTIVITIES

A clinic has been established to serve as a demonstration center for a 20-county area. Diagnostic and therapeutic services are provided by a staff of specialists, including psychologists, social workers, speech and hearing therapists, a school administrator, a psychologist intern, and nurse. Part-time dental, medical and psychiatric services are contracted, with other referral services used on a consultive basis. Children are referred to the clinic by their districts for diagnostic evaluation. Fifteen classes are established in local schools for the educable mentally handicapped, the trainable mentally handicapped, the socially maladjusted, the emotionally disturbed, and for children with learning disorders. A class of maladjusted children has been established at a nearby university to be used for student teacher training and for research. Various speech and hearing assignments are made on an individual basis. All handicapped children that cannot be accommodated by the project are referred to available State and county services. Inservice training has been developed and consultive services provided for teachers at the clinic after school hours. A working program of communication between school, home, community, and clinic has been developed and implemented.

145

Director
CONTINUOUS CURRICULUM DEVELOPMENT
Goshen, Indiana 46526

PURPOSE

To develop an ongoing pattern of curriculum improvement in a newly organized rural school district.

PROJECT ACTIVITIES

The interaction of faculty, community, and student groups receives major emphasis. The group process technique is used to (1) aid in professional growth of the staff, (2) assist the community in defining its educational goals and objectives, and (3) create a climate for the growth and emergence of leadership in faculty, students, and patrons. A curriculum has been designed to recognize the individual, place emphasis on development of self-concept, and allow each child to select and work toward his individual goals in a democratic way, while recognizing his privileges and responsibilities to his fellow man. First-year activities include planning and mobilizing the community and school in test projects. The process by which problems are approached is recorded, analyzed, and evaluated. A professional library has been established, consultant services used, and visits made to operating programs by faculty, community, and students. During the second year, curriculum ideas developed in test projects will be introduced in the classroom. During the third year, community attitude changes will be measured and individual growth of a faculty and students assessed.

146

Director
MOUNTAIN TOP
Chester, Massachusetts 01011

PURPOSE

To introduce a modern mobile classroom in an isolated area.

PROJECT ACTIVITIES

A mobile unit is used to (1) conduct in-transit classes to supplement and enrich curriculum offerings, (2) bring artists, concerts, and plays to the rural towns, and (3) transport students to educational, cultural, and vocational centers such as hospitals and Air Force bases. The modern mobile classroom is equipped with audio-visual aids so that students will be able to learn while traveling. The director makes a prior visit to each center so that teachers and students understand what will be gained from the visit. The mobile classroom schedule is coordinated on a yearly basis with the curriculum and activities of each participating school to allow for maximum utilization of the mobile units.

147

Director
FINE ARTS EDUCATIONAL PROGRAM
McComb, Mississippi 39648

PURPOSE

To provide an arts center as a supplementary educational center for the regular school program and as an extension center for students and adults in a predominantly rural county.

PROJECT ACTIVITIES

A companion program, entitled "Appreciation of Art," has been implemented in elementary school classrooms to serve as a feeder to the center. A music understanding program, "Enjoyment of Music," has been developed for elementary and junior high school students. Program emphasis is on the preservation of local folk music, the performance of rural and gospel programs by students, and the development of such chamber music groups as madrigals and quartets to stimulate student interest in music. In an elementary choral program, music is explored through experimentation, discovery, creative impulse, improvisation, and the identification of musical ability within a wide range of culture. Courses in art appreciation and pictorial art are taught at night and on Saturdays as well as during regular school hours. Gifted drama students are provided speech and debate instruction at the center. Nontuition drama courses are offered to adults to fill a need for community participation. Music and drama performances are scheduled for interested parents as well as area students.

148

Director
RURAL YOUTH DEVELOPMENT
Maryville, Missouri 64468

PURPOSE

To study the educational needs of disadvantaged rural youth and correlative new teaching techniques and strategies.

PROJECT ACTIVITIES

Forty teachers were selected to attend a 6-week summer workshop on the campus of a nearby university. Participants were committed to work with school populations having large numbers of disadvantaged students, and showed flexibility toward new approaches. Detailed plans have been developed for the implementation of the following test projects: (1) imaginative roles for the paraprofessional in the classroom situation, (2) team teaching as a specific means for providing more individualized instruction and tutorial assistance to the educationally disadvantaged child, (3) experimental use of new tests and materials, (4) a preschool and elementary school experimental program to improve the self-concept of disadvantaged children, and organized programs to follow up on the advances made in Operation Head Start, (5) experimental programs to involve the family, and the employment of a school social worker, (6) experimental tutorial assistance programs using college students and qualified community people, and (7) cooperation of all community organizations.

149

Director
PROJECT CAP
Collier County Courthouse Annex
Naples, Florida 33940

PURPOSE

To introduce a curriculum designed to meet the specific needs of students from a migrant/seasonal agricultural village, a rural fishing village, and a village dependent upon tourist trade.

PROJECT ACTIVITIES

A team of multidisciplinary specialists is employed as learning development specialists. One specialist is assigned to each school to work with teachers, administrators, supervisors, parents, and children both independently and in groups. They are attempting to eliminate perceptual differences and develop new curriculums suitable to the individual needs of the students. Intensive inservice training, workshops, and seminars focused on specific innovative techniques are offered.

150

Director
SCHOOL PLANNING CENTER
Missoula, Montana 59801

PURPOSE

To do educational planning for worthwhile educational changes and improvements.

PROJECT ACTIVITIES

(1) Assists productive change by disseminating materials on innovative programs, (2) brings new ideas to school districts, (3) aids school districts in their planning, (4) helps the school board interpret the long-range plans to the community, (5) encourages wide involvement of people in planning, (6) coordinates the contributions of resources and people, (7) develops educational specifications, (8) develops bond issue programs, and (9) renders any other needed assistance relevant to school planning.

151

Director
COOPERATIVE MEDIA SERVICES CENTER
Box 96
Hoffman, Oklahoma 74439

PURPOSE

To provide instructional materials, consultant assistance, and inservice training to schools in a rural county area.

PROJECT ACTIVITIES

Center services are organized into three main facets: (1) a curriculum materials library to acquire, classify, store, and disseminate instructional materials, (2) a production division to design and produce needed graphic instructional materials, and (3) content consultants to analyze problems or needs in such basic subject areas as language arts, reading, the social sciences, mathematics, and science. Following analysis, consultants recommend action on the nature and types of materials to be used in classroom instruction, and develop and test effective means of evaluating media services. In addition, consultants conduct workshops to assist teachers in increasing their efficiency in the use of media materials. Content specialists travel from school to school working with individual teachers and introducing various media aids appropriate for their particular subject, grade, and location. The classroom teacher can request special materials to be reproduced at the media center. Media specialists and the content specialists develop Kits of General Instructional Aids for Classroom Use.

152

Director
INTENSE-INTERRELATED THRUSTS TO ENRICH SCHOOLS EFFECTIVENESS
Lock Haven, Pennsylvania 17745

PURPOSE

To introduce a four-pronged program of educational change in a rural area.

PROJECT ACTIVITIES

Basic services include (1) data processing, (2) cultural enrichment, (3) curriculum enrichment, and (4) evaluation. A central planning agency maintains overall coordination and identifies human and material resources and programs. Interested school districts are asked to formally contract with the center for such designated data processing services as attendance, pupil placement and scheduling lists, grade reporting, bus routing, test scoring, bookkeeping, and special guidance applications. The cultural enrichment program is aligned with the State Fine Arts Program and stresses student participation. A painter, a sculptor, a potter, a smith, and a printmaker are assigned to each of the elementary schools for a 4-day period as an artist-in-residence. A revolving art exhibit has been established. A curriculum change project, featuring a 2-week workshop for teachers at a nearby university, has been instituted to form a basic pattern and structure for change. A test project, "Oral Communications Development," has been implemented to improve communication skills. A mathematics information system (MIS) has been introduced to offer assistance to the districts in the selection, instruction, and implementation of mathematical information. The evaluation component of the center directs formal and informal sessions on research design and implementation and has assembled a library of appropriate instruments and surveys.

153

Director
REGIONAL STUDY AND PLANNING PROJECT
Smethport, Pennsylvania 16749

PURPOSE

To study present and emerging educational needs in a rural seven-county area and develop systematic solutions.

PROJECT ACTIVITIES

With consultant assistance, the planning staff (1) collects, organizes, and evaluates school and community statistics, (2) conducts supplementary surveys, (3) maintains awareness of State and national educational trends and disseminates information on them to area schools and communities, and (4) advises and assists local educational agencies in the development of plans and projects for the advancement of education. New financial, human, and natural resources are investigated. Needs are studied in the areas of (1) vocational and technical education, (2) post-secondary education and community colleges, (3) consolidated, cooperative mobile school plans for rural areas, (4) preschool educational opportunities, (5) radio, TV, and mobile libraries for home/community education, (6) educational, social, and psychological clinics. (7) alleviation of teacher shortage, and (8) reorganization of school districts, including rural transportation and communication problems.

154

Director
CULTURAL EXCHANGE
Hillsville, Virginia 24343

PURPOSE

To bring enrichment and basic educational materials into all sections of a rural county area through mobile cultural exchange services.

Emphasis is placed on improving the cultural level of the children by improving the cultural level of the community, especially through contacts with the home.

PROJECT ACTIVITIES

An attempt has been made to reach all preschoolers, students, dropouts, and adults by taking culturally and educationally related materials to them by several means: (1) bringing mobile units to the homes and to such community centers as stores and places of business, (2) strengthening libraries, particularly at the elementary level, and (3) strengthening teacher concepts of library and cultural development through inservice training. Many outside resources--including art mobiles, literary and music productions, books, films, filmstrips, art reproductions, and other media which interest people at all levels of maturity and development--are being provided. Teachers and other professional personnel are involved in planning and formulating the program, in coordination with local subcultural groups. Planning activities include reviewing the literature and visiting similar programs; surveying and studying area needs; and making recommendations on materials, equipment, personnel, program plans, and operation.

155

Director, Western States Small Schools Project
CAREER SELECTION AGENTS PROGRAM
Department of Educational Psychology
New Mexioc State University
Las Cruces, New Mexico 88001

PURPOSE

To provide students in a rural school setting knowledge about themselves and their opportunities in the various fields of work.

PROJECT ACTIVITIES

The design of this experimental effort called for providing two small rural schools with a vocational guidance program. Since the schools selected were so isolated with respect to any large city which could provide some occupational and vocational opportunities for the studentts, it was necessary to provide field trips and speakers for the students. Career Selection Work-a-Group guidance sessions were held weekly for a regular class period, and covered such areas as the self-concept, the world of work, career choice, study habits, use of the Occupational Exploration Kit, interests, and testing. Field trips were made to Alamogordo for College Day and Career Day, to the Employment Security Commission offices, to El Paso, Holloman Air Force Base, and the Sunspot Observatory. A number of student referrals have been made to specialists such as speech therapists, vocational rehabilitation personnel, psychologists, etc.

156

Director
SPACE RELATED SCIENCE PROJECT
746 Myrtle Road
Charleston, West Virginia 25314

PURPOSE

To relate aerospace technology to the curriculum and utilization of resources immediately available to students in an urban/rural area.

PROJECT ACTIVITIES

Elementary and secondary materials were developed by a curriculum writing team in cooperation with the staff of a nearby planetarium, visits were made to the planetarium, and enrichment units were developed in subject areas other than science for use in the planetarium. The integration of science with other disciplines is stressed. Public programs are scheduled during nonschool hours. Science exhibits in the adjoining children's museum are continuously reviewed and upgraded. Programed guidance to participating teachers is provided by space-related scientists. Workshops are conducted to broaden the teachers' knowledge in subject matter areas, as well as to develop their teaching skills in inquiry training. A mobile learning center has been provided to increase the availability of resource materials and equipment to students and teachers.

157

Director
NINTH DISTRICT EDUCATIONAL SERVICES CENTER
Winder, Georgia 30680

PURPOSE

To establish and operate a multipurpose center to provide educational leadership and services to 29 small school systems in a predominantly rural area.

PROJECT ACTIVITIES

Leadership is provided in curriculum and instruction, pupil personnel services, and school business services. Curriculum specialists are employed in various subject areas, kindergarten education, adult education, exceptional children, and independent study. Test projects in high school reorganization and cultural enrichment were undertaken. An educational media center has been developed to provide a variety of consultive, media loan and repair, and centralized processing services. Student personnel services involve leadership in elementary and high school counseling, school social work, group testing, and school health. The services of a psychological clinic are provided. School business services involve districtwide personnel recruitment, purchasing, data processing, and the maintenance and operation of buildings and grounds. Districtwide task forces of school personnel work with center staff to plan and follow through with each leadership and service program. Independent evaluation and dissemination units provide management feedback and control.

158

Director
LEARNING THROUGH INSERVICE EDUCATION
Marquette, Michigan 49855

PURPOSE

To train teachers in an isolated rural area in the use of new instructional materials and media.

PROJECT ACTIVITIES

Using a sociometric survey, an advisory board identifies innovators and early adopters within all school systems. Teachers so identified are designated as change agents and invited to seminar-workshop sessions at a nearby university. After training, the teachers return to their to their home districts and conduct workshops in the systematic use of instructional media. In addition, the change agents serve in a planning capacity regarding additional facilities, materials, and training which can be provided to teachers. A long-range master plan for continued development of the instructional materials center has been designed. Four mobile units provide teachers with easy access to a complete supply of instructional materials. The units are staffed by a learning resources coordinator to assist teachers in the proper selection materials.

159

Director
COOPERATIVE CURRICULUM AND LIBRARY SERVICES
St. Elizabeth, Missouri 65075

PURPOSE

To initiate curriculum change and coordination of library resources for school systems in a rural three-county area.

PROJECT ACTIVITIES

Secondary and elementary curriculum specialists are employed to work with local teacher committees in the study and evaluation of curriculum content and materials in each area school. Recommendations are made to the local educational agencies and to the project areas as a whole. Prototype projects are conducted in specific curriculum areas when feasible. Concurrently, a supervising librarian is employed to work with all libraries in the local educational agencies, developing a uniform library system and a method of determining immediate availability of any needed library material to the entire project area. Area libraries are combined into one large library resource center, linked to regional and State libraries, so limited resources will not hamper curriculum development. A direct radio communications network has been established to link the area libraries, ensuring immediate accessibility and transfer of necessary materials. The communications network also serves as a link between curriculum development personnel and local agencies.

160

Director
ROBESON COUNTY EDUCATION CENTER
Lumberton, North Carolina 28358

PURPOSE

To establish a curriculum library to offer teachers materials for self-improvement and program development, as well as information on methods and techniques.

PROJECT ACTIVITIES

A demonstration classroom bas been set up which permits teachers to see master teachers at work and to demonstrate new audiovisual equipment and materials. The staff of a fully equipped media center offers expert assistance to teachers in preparing their own audiovisual materials, and the facility serves as a dissemination center for educational resource materials. A planetarium has been established to strengthen science teaching, with classes planned to fit into the course of study at various levels. A cultural center has been set up to expose students and teachers to the fine arts--music, painting, and sculpture.

161

Director
SPACE AND EARTH SCIENCE CENTER
Concord, North Carolina 28025

PURPOSE

To establish a space and earth science center in a rural area which is characterized by low level aspiration and a high dropout rate.

PROJECT ACTIVITIES

The science center includes a planetarium for the teaching of astronomy and an outdoor laboratory. A new science curriculum, using an interdisciplinary approach, has been developed for grades 1-12 to correlate natural, biological, and space sciences with other subjects. The outdoor nature laboratory includes a pond, a swamp, nature trails through a natural softwood forest, a weather station, and an outdoor amphitheater. Two relocatable classrooms were adapted for use as a laboratory. Specimens, models, aquariums, and science displays are housed in one unit, and the other is used for audiovisual aids and a small lecture room. Workshop sessions are developed to provide opportunities for teachers and administrators to become familiar with the facilities available and receive training in methods and techniques of using center resources. Bus service is offered to all school districts in the county. Students are employed as helpers in the planning, development, and maintenance of the center; and they serve as guides on weekends and during summers.

162

Director
CULTURAL AND PHYSICAL DEVELOPMENT PROGRAM
Greensburg, Louisiana 70441

PURPOSE

To provide cultural enrichment, guidance, physical fitness, and recreational programs for students and adults in an isolated rural area.

PROJECT ACTIVITIES

Special teaching teams are set up for physical education teachers and guidance counselors to work with classroom teachers within selected schools. One team is assigned to one secondary school, one team to one elementary school, and one team to two or more elementary schools. The teams provide instruction for classroom teachers and develop an organizational structure and overall operational design for the program, culminating in a 3-day evaluation workshop. Students and adults are provided such cultural experiences as (1) tours of period homes, art galleries, museums, industries, science centers, libraries, and the State capitol, (2) musical presentations, including jazz concerts, gospel music, and folk singing (3) lyceum and theater performances, (4) style shows, (5) visits to State parks and nature trails, (6) historic pilgrimages and boat trips, and (7) transportation experiences on trains, planes and ships. Recreational and physical activities are organized and conducted during and after school and during the summer.

163

Director
MULTIMEDIA DEMONSTRATION CENTER
Brunswick, Maine 04011

PURPOSE

To establish a demonstration center for multimedia approaches to classroom learning in a rural area with a large number of military dependents.

PROJECT ACTIVITIES

The initial project is concerned with the social studies curriculum. Emphasis is placed on (1) creating new teaching techniques, stressing discovery-inductive methods, to replace the traditional singletextbook approach in self-contained classrooms, and (2) stimulating student interest through the development of a media-oriented curriculum. Demonstration classes, combined with an expanded preservice program, have been established in cooperation with a nearby State college. All social studies teachers of grades 3-8 attend summer inservice training sessions to (1) develop staff attitudes toward a multi-media approach, (2) develop understanding of the new curriculum and the use of materials and equipment, and (3) receive consultant advice and clerical help in developing unit materials. Social studies teachers trained in the new methodology serve as change agents and short-term consultants throughout the State.

164

Director
EDUCATIONAL SERVICE CENTER
Salisbury, Maryland 21801

PURPOSE

To establish a remedial reading center in a rural area and a leadership training program to train teachers and administrators from local units as resource personnel; and to develop guidelines concerning specific assistance that the local units need from the center.

PROJECT ACTIVITIES

Demonstration lessons, using typical instructional groups, are held at the reading center, which is equipped with observation facilities. Center staff also goes into the local school system to teach model lessons upon request. A materials center has been established to house a wide variety of reading instructional materials. Students from grades 2-6 with reading disabilities are referred to the center after a school-team case study has been made on each student at his local school. Most of the referred students are able to return to their schools with an educational prescription for corrective measures. Corrective instructional materials are loaned to schools from the center. Severely retarded readers remain at the center and receive individual and small group instruction. Psychological services are offered to students with emotional and/or behavioral problems. Two psychologists and supporting social workers work with the local schools and conduct psycho-diagnostic study, counseling, and consultations as well as referrals. Teachers receive training in the handling of children with emotional problems.

165

Director
MISSOULA COUNTY RESEARCH CENTER
Missoula, Montana 59801

PURPOSE

To establish a resource center in a sparsely populated area to raise the level of academic achievement through (1) offering inservice teacher training in curriculum studies, (2) providing students with a variety of modern learning materials, (3) making personnel services available to students whose social or psychological problems interfere with learning, and (4) providing additional tools for creative teaching.

166

Director
PILOT STUDIES PROGRAM
Greenfield, Massachusetts 01301

PURPOSE

To establish a center for regional cooperation and sharing of services in a rural area.

PROJECT ACTIVITIES

Four study programs have been implemented--in the behavioral studies, curriculum development, creative arts, and athletics and recreation. A transitional first grade for potential dyslexia has been established to offer training in phonics and eye-hand coordination in addition to regular studies. Two classes for emotionally disturbed children have been set up, and a team of specialists is brought directly into schools where problems exist. An orientation workshop for curriculum development has been organized and test models devoted in computer-assisted instruction, programed instruction, ungraded instruction, team teaching and an educational television demonstration unit. A cooperative instructional materials production section has been established. The creative arts program includes children's concerts, art exhibitions and classes, children's theater, and field trips to museums, art galleries, and concerts. For athletic training, existing facilities are used to offer instructional programs for camp counselors, life guards, and playground leaders. A leadership training course for students has been organized using the facilities of a local summer camp during the month of June. Clinics designed to develop skills in sports have been organized and staffed by personnel from nearby colleges.

167

Director
PANHANDLE AREA EDUCATIONAL COOPERATIVE
Marianna, Florida 32446

PURPOSE

To stimulate a creative approach toward solving educational problems.

PROJECT ACTIVITIES

Representatives of schools in a nine-county rural area survey their educational and cultural needs and use a creative approach to solve problems, sharing available resources and consultants.

168

Director
EASTERN ILLINOIS DEVELOPMENT AND SERVICE UNIT
Charleston, Illinois 61920

PURPOSES AND PROJECT ACTIVITIES

(1) To develop and coordinate the inservice activities for all EIDSU staff and educators in the 10-county cooperative; (2) to develop an environmental education center; (3) to develop miniature models of all EIDSU activities and visual presentations of all aspects of programs developed and to be developed; (4) to study the population that is to be reached through various learning programs, identifying problems, proposing solutions, and integrating all collected information to recommend a final solution; (5) to promote a "learning environment concept"; and (6) to expand the area cooperative film library and establish a program of business services to relieve teachers and administrators of clerical tasks.

169

Director
MID-CITIES COMMITTEE FOR SPECIAL EDUCATION SERVICES
Compton, California

PURPOSES

To provide cerebral palsied, deaf, hard-of-hearing, and partially sighted children with the special educational services that their particular handicap requires.

PROJECT ACTIVITIES

Three rural education centers for the deaf and hard-of-hearing youngsters 3-13 years of age, a cerebral palsy center, and a sight saving center are supported by the eight school districts with public and private funds, and children from these eight districts go to the centers.

170

Director
EDUCATIONAL LEADERSHIP PROGRAM
Birmingham, Alabama

PURPOSE

To invent and implement an effective system to create and stimulate innovative educational leadership in the State.

PROJECT ACTIVITIES

(1) To provide and exercise leadership in identifying, attacking, and treating the educational problems common to the State of Alabama, and (2) to improve educational leadership in each school system based upon a broad perspective of the varied functions of leadership.

171

Director
GUIDANCE AND COUNSELING SERVICES
Sumner, Nebraska 68878

PURPOSE

To bring guidance services to elementary students in an isolated rural area using itinerant counselors.

PROJECT ACTIVITIES

The needs of children who are emotionally disturbed, mentally retarded, or physically handicapped are identified and studied. A screening and referral procedure has been established for the three-county area. Referrals requesting the services of a school psychologist or a psychiatrist emanate from counselors, teachers, and/or administrators and are routed through the project director to the proper specialist. The school psychologist then pursues each case in a manner appropriate to the problem. The cooperation of referral agencies offering assistance in psychological and psychiatric, health and welfare, consultive, and supportive services is solicited. An inservice and preservice program to train elementary guidance counselors for program participation has been initiated in cooperation with a nearby university. The project director identifies the location of student loads and the most efficient assigment of guidance personnel. Guidance personnel work through the county superintendent in rural schools and the administrative offices in the town schools.

172

Director
INDIVIDUALIZATION OF INSTRUCTION
Plaistow, New Hampshire 03865

PURPOSE

To introduce new patterns of staffing, scheduling, and organization to individualize instruction and facilitate educational change in rural residential areas.

PROJECT ACTIVITIES

The schools pattern their organization and activities on the students' needs, making effective use of current knowledge of learning processes and hardware to provide an abundance and variety of learning experiences. Master teachers serve as conceptualizers and curriculum planners for the district and as clinical professors at a nearby university to provide a strong school-university link for development and implementation. Within the district, implementation is assisted and supported by student resource centers, open laboratories, coordinators at the elementary and secondary levels, paraprofessional help, consultant assistance, and a continuing inservice growth program for the professional staff. Varied learning experiences--keyed to individual needs, interests, and abilities--have been introduced. Professional and nonprofessional staffing patterns have been developed to accommodate student variability. Results are evaluated by (1) assessing the nature and frequency of use of elementary and secondary individual study spaces, (2) attitudinal inventories and interest questionnaries, (3) student growth, (4) teacher and student opinions, and (5) community feedback.

173

Director
PROJECT SPOTLIGHT
Salem, New Jersey 08079

PURPOSES

To establish a permanent council for the arts and humanities in a five-county rural/coastal area.

PROJECT ACTIVITIES

Professional artists, representing a cross section of the performing arts, perform in the auditoriums of all area high schools. During the year, students attend an opera, a solo recital, a chamber music concert, a dance program, and a drama program. Appropriate reinforcing curricular materials have been developed. Ten percent of the student body is transported to a metropolitan center to visit a philharmonic hall, an opera, a ballet performance, and a museum of the performing arts. Approximately 25 percent of the faculty participate in full-day trips to metropolitan performing arts centers. These trips are in the nature of inservice workshops, designed to encourage faculty growth in aesthetic appreciation. The role of the school libraries as learning materials centers is emphasized, and all librarians and audiovisual specialists attend a workshop in the metropolitan public library. The council strives to continually widen its horizons and expand its services to the community. Future planning includes the formation of such organizations as a local Shakespeare festival.

174

Director
ELEMENTARY SCHOOL GUIDANCE
Monroe, Washington 98272

PURPOSE

To plan an intensive child study program, presenting a new concept of individual guidance and instruction.

PROJECT ACTIVITIES

The program seeks to provide comprehensive guidance services for the small school district, involving students, teachers, administrators, guidance consultants, health and child development specialists, parents, and community agencies--all working together to help the child reach his fullest potential. Emphasis is placed on recognizing, at an early grade level, a child's specific talents and his intellectual, emotional, social, and physical strengths and weaknesses.

Further emphasis is given to preventing conditions which interfere with learning and using available resources to meet the needs of children early in their formal education. Guidance consultants are trained to provide services to elementary students and teachers. Involvement of parents in the guidance program is encouraged.

175

Director
PLANNING CURRICULUM WITH CULTURAL ENRICHMENT
Mansfield, Pennsylvania 16933

PURPOSE

To employ the action-research method to plan curriculum development and cultural enrichment for schools in an isolated rural area.

PROJECT ACTIVITIES

Needs are assessed and curriculums developed and tested for one year by two master teachers at each grade level, K-12, in scattered school districts. Two control groups have been established at each grade level for evaluation purposes. Project staff and the 26 master teachers, in coordination with school and community leaders, have developed a guide for an experience-centered, culturally enriched social studies curriculum. Special materials, personnel, and resources are selected to supplement the curriculum. During a one-month summer workshop the 26 teachers, project staff, consultants, and local administrators work together to complete the curriculum guide, adapt materials, organize enrichment activities, and plan instructional techniques to be used during the school year. Following the school year testing, project staff, school personnel, and community resource personnel evaluate and revise the curriculum. Inservice teacher training is conducted by project staff and the master teachers, after which local schools assume responsibility for continuation of the enriched social studies curriculum. Provision is made for continuous planning in other curriculum areas as well.

176

Director
PLANNING FOR INNOVATION IN SOUTH CAROLINA
Spartanburg, South Carolina

PURPOSE

To initiate regional planning for educational change in a predominantly rural six-county area.

PROJECT ACTIVITIES

Emphasis is placed on the application to area schools of ideas and research findings gathered on a nationwide basis. New approaches are sought and tested through experimental programs and the interchange of ideas. The planning team is responsible for (1) assessment of specific needs and resources, (2) design, implementation, and validation of new instructional systems, and (3) such supportive services as consultant assistance and guidance to local districts and the correlation of all proposed district and regional activities. Regional team activities have been coordinated with those of similar teams in the other five State regions, with educational laboratories, and with the State department of education. Regionwide studies are conducted by means of conferences, interviews, surveys, visitations, and questionnaires. Consideration is given to inservice training, ETV, data processing, psychoeducational and guidance clinics, art centers, year-round use of school facilities, use of community resources, and other areas. A series of interrelated projects are being developed to phase into a regional special services center, at which time the planning team will be absorbed into the operational program of the center.

177

Director
REGIONAL DEMONSTRATION CENTER
St. Johnsbury, Vermont 05819

PURPOSE

To establish a demonstration center in a sparsely populated rural areas.

PROJECT ACTIVITIES

The center presents new solutions to the problems of (1) developing beginning teachers' potential, (2) prompt implementing of researched curriculum innovation, and (3) interacting effectively with teacher preparation institutions in curriculum development. The primary aim of the project is a new social studies curriculum focused on the development of cognitive skills in each student. The staff of a nearby teachers college has been offered sequential observation opportunities at the center so that curriculum development can be included in education courses.

178

Director
EXPERIENCES IN DRAMATIC ARTS
Walla Walla, Washington 99362

PURPOSE

To bring cultural enrichment to students in an isolated, sparsely populated three-county area.

PROJECT ACTIVITIES

Plays especially selected for various age levels are presented by a resident professional company organized for the specific purpose of working with schools. In addition, excerpts, reading, and other media designed to aid classroom instruction in drama, literature, and social studies are furnished; and inservice workshops are available to students and teachers. One full-length play (Shakespeare, Moliere, and Brecht) is directed to junior high, high school, and adult audiences. A children's play has been selected for grades 1-3 and 4-6, and involves audience participation during the presentation. A half-day or full-day workshop has been planned for all grade levels, with organized classes of about 20 students in pantomime, dance, acting, and stage production techniques. Classroom lectures are given by members of the resident company on such subjects as the actor, the play, and the nature of comedy. A 4-week performance period has been arranged in six selected school districts. The effectiveness of the experiences is analyzed and used as a basis for planning a continuing program of cultural enrichment and a design for the use of live drama as a medium of instruction.

179

Director
INSTRUCTIONAL MEDIA CENTER
Kennett, Missouri 63857

PURPOSE

To establish an instructional media center.

PROJECT ACTIVITIES

A depository for films, filmstrips, tape and disc recordings, transparencies, pictures, models, and other audiovisual media has been established. Materials are deposited in the central depository and circulated to schools in a film-mobile on an every-other-day basis. Workshops are conducted on the use of audiovisual equipment.

180

Director
CHILD DEVELOPMENT CENTER
Dexter, Missouri 63841

PURPOSE

To provide special diagnostic and corrective services for children with disabilities that interfere with normal educational progress.

PROJECT ACTIVITIES

Intensive training is provided for teachers, and the consultative services of physicians, psychologists, and psychiatrists are offered. A field staff of speech therapists, psychometrists, reading specialists, social workers and guidance counselors is available from the center.

181

Director
BICULTURAL OZARK UPLANDS HUMANITIES PROJECT
Eminence, Missouri 65466

PURPOSE

To establish a center to serve as a base for planning, developing, and implementing a series of programs to help school districts.

PROJECT ACTIVITIES

The center offers consultative and supervisory help in curriculum construction and improvement in areas of language arts, music, art, and humanities.

182

Director
TENCO REGIONAL SCHOOL LIBRARY MATERIALS CENTER
Lebanon, Missouri 65536

PURPOSE

To provide a library materials center.

PROJECT ACTIVITIES

The center provides films, filmstrips, tape and disc recordings, and transparencies to schools in 10 counties. A library of publications is also maintained. Mobile distribution of materials is made once a week.

183

Director
COOPERATIVE TELEWRITER EDUCATIONAL SYSTEM
Purdy, Missouri 65734

PURPOSE

To connect participating schools via a telewriter communication system.

PROJECT ACTIVITIES

Courses of instruction via telewriter, originating in the center, are provided for pupils, teaching staff, and adults of the community.

184

Director
TEACHER EDUCATION THROUGH SCIENCE
Tarkio, Missouri 64491

PURPOSE

To improve teacher attitudes toward the teaching of science.

PROJECT ACTIVITIES

The project provides intensive and continuous inservice programs to bring teachers of participating school districts up to date on the teaching of science.

185

Director
EXPERIMENTATION IN READING
West Plains, Missouri 65775

PURPOSE

To present research on and evaluate approaches to reading such as programed reading, initial teaching alphabet, color reading, multilevel reading, tachometer process, and phased reading.

PROJECT ACTIVITIES

The project provides for visitation by local teachers to sites which have reported success in the use of various techniques. Consultants are also brought in to assist teachers in attacking local problems.

186

Director
SOUTHWEST MISSOURI EDUCATIONAL IMPROVEMENT CENTER
Webb City, Missouri 64870

PURPOSE

To establish model learning centers in the area.

PROJECT ACTIVITIES

The center makes available to local schools curriculum and subject matter specialists in reading, language arts, and mathematics; and provides workshops and inservice programs.

187

Director
VOCATIONAL TECHNICAL EDUCATION
1515 West 6th Street
Stillwater, Oklahoma 74074

PURPOSE

To establish an area vocational-technical school to offer quality vocational and technical programs to all students--especially those who have left or finished high school, persons having academic and socioeconomic handicaps, and those presently employed but who need training or retraining to maintain employment stability.

PROJECT ACTIVITIES

Activities include training in appliance repair, auto body repair, auto mechanics, business and office education, carpentry, chemical technology, air conditioning, practical nursing, welding, dental and medical assistants, offset printing, photography, commercial art, horticulture, and machine shop.

188

Director
DUO-SPECIALIST PROJECT
University of Arizona
Tucson, Arizona 85721

PURPOSE

To provide educational specialists in guidance, reading, special education, and library for small schools on a continuing permanent basis.

PROJECT ACTIVITIES

A trainee enrolls in the University of Arizona for specialization in two of the four areas mentioned above. An intern takes the trainee's place during the trainee's year at the University of Arizona.

189

Director
MOBILE VOCATIONAL GUIDANCE CENTER
Harlem, Montana 59526

PURPOSE

To establish a center to diagnose learning difficulties among children in a sparsely populated rural area.

PROJECT ACTIVITIES

A mobile team--composed of an educational coordinator, clinical psychologist, school social worker, remediation specialist, and research coordinator--identifies, evaluates, and treats students with emotional and social disturbances which are hindering learning. Remedial programs have been developed. Special education programs for metally retarded children have also been established. The social worker works with children and personnel affecting them to develop better relations and encourages cooperation among local agencies, such as police, welfare, and health groups. Inservice training is provided to teachers of special education and remedial classes. A mobile unit periodically visits all secondary schools in the area, providing students with vocational and occupational information and guidance.

190

Director
BIG HORN BASIN CHILDREN'S CENTER
Thermopolis, Wyoming 82443

PURPOSE

To provide a facility for training handicapped youngsters and offer special education programs in a five-county area.

PROJECT ACTIVITIES

A central facility has been purchased, equipped and staffed with a special education teacher and two teacher aides. Plans call for development of interagency relations and area as well as statewide planning. One function is to assist local schools in identifying handicapped or emotionally disturbed youth.

191

Director
PUGET SOUND ARTS AND SCIENCES
815 Fourth Avenue North
Seattle, Washington 98109

PURPOSE

To take advantage of cultural and scientific facilities available on the site of the Seattle Center--location of the 1960 World's Fair.

PROJECT ACTIVITIES

Performances by professional thespians are presented to students in 31 school districts. Opera and symphonic concerts are made available to enrich students' appreciation of the arts. Science labs have been furnished to each school, and inservice training for teachers and administrators is provided to enable them to take full advantage of the center's facilities.

192

Director
CORPS FOR TIM (Coordination of Resource Personnel Services for Total Impact Movement)
Room 328, Courthouse
Everett, Washington 98201

PURPOSE

To facilitate the coordinative efforts between local school districts and many community resource personnel services in order to maximize the effectiveness of these services for the education of children.

PROJECT ACTIVITIES

The project has related education to the vocational interests of the students--half of whom were not "college bound." The program has been designed to prepare students for beginning jobs in the employment market by a series of coordinated activities between schools and community resources. The program assists students in securing summer employment and part-time steady work. Potential and actual dropouts and their parents are contacted through the services of 31 counselors. Occupationally oriented courses in reading, writing, speaking, history, government, geography and mathematics are related directly to the entry level job requirements in skills, attitudes, responsibilities, and social competence.

193

Director
FOUR COUNTY ITINERATE SERVICE FOR HANDICAPPED PUPILS
Office of County Superintendent of Schools
Walla Walla, Washington 99362

PURPOSE

To care for unmet needs of handicapped pupils through the establishment of four district centers.

PROJECT ACTIVITIES

Speech therapists and psychological services are provided for a four-county area. Interns are trained especially for working in rural areas, and teachers receive skill development for working with the severely handicapped.

194

Director
FOUR COUNTY INSTRUCTIONAL MATERIALS CENTER
Office of County Superintendent of Schools
Walla Walla, Washington 99362

PURPOSE

To provide high quality instructional tools and services at a reasonable cost to schools in a four-county area.

PROJECT ACTIVITIES

The four-county I.M.C. is a cooperative composed of 14 school districts in Southeastern Washington. The center provides inservice training for teachers in the use of audiovisual materials, helps teachers secure films, prepares audiovisual materials, and provides leadership in the use of audiovisual services.

195

Director
PROJECT ART START
Hood River County School District #1
P.O. Box 418
Hood River, Oregon 97301

PURPOSE

To help prepare teachers to teach art, and to increase the art experience of elementary and secondary students of the area.

PROJECT ACTIVITIES

A bi-State, four-county art program, Art Start is providing inservice training for teachers and summer art programs for talented youth, is taking rural students to metropolitan art centers, and transports art reproductions to the schools for better understanding of techniques and methods.

196

Director
SATELLITE HIGH SCHOOL PROGRAM
Bristol Bay Borough School District
Naknek, Alaska 99633

PURPOSE

To provide an experimental high school for rural students who in the past have been denied the privilege of a high school education, unless they attend boarding schools. The program is also designed to alleviate cultural, emotional, and financial problems encountered by the many students who attend boarding schools.

PROJECT ACTIVITIES

Teachers are flown to remote school sites to provide instruction in those courses usually considered basic in a secondary school.

A teacher aide is employed at the site to provide continuity with an English teacher arriving on Monday for all English instruction, a math teacher on Tuesday, etc.

197

Director
SHARED SERVICES
Klawock Public Schools
Klawock, Alaska 99925

PURPOSE

To make better use of existing facilities and reduce the unnecessary burden of providing duplicate services to two smaller districts.

PROJECT ACTIVITIES

Educational facilities are shared by two cities in Alaska. Klawock high school students attend school in Craig, while Craig kindergarten sudents attend school in Klawock. Transportation and audiovisual equipment are shared.

198

Director
MESDEC/NEEDS
New England School Development Council
220 Alewife Brook Parkway
Cambridge, Massachusetts 02138

PURPOSE

To provide administrators of local school systems, through the use of the computer, with better information about the operation of their schools.

PROJECT ACTIVITIES

The computer is used in evaluating curriculum materials, conducting surveys, analyzing pupil personnel data, scheduling, test scoring, grade reporting, school planning, and facilitating the process of data collection. A system is being developed that will permit students and adults communicating with the computer over telephone lines to obtain information on education and career opportunities. Consultants are also available to local schools through this program.

199

Director
THE WHITEFISH PROJECT
Whitefish, Montana 59937

PURPOSE

To help the instructional staff of the schools recognize important individual differences of children, and to search for appropriate methods to recognize and develop these differences.

PROJECT ACTIVITIES

A 4-week workshop on "The Development of Creativity and Its Innovations" has been conducted for teachers from eight school districts. This workshop was oriented to the problems of the disadvantaged child.

200

Director
PROJECT PRIDE
Milford Central School
Milford, New York 13807

PURPOSE

To collect and evaluate information, coordinate educational efforts among the various educational and cultural agencies in the region, disseminate new ideas, and work toward the elimination of duplicate services within the region.

PROJECT ACTIVITES

Project activities include provision of coordinative and evaluative services for innovative programs, identification of priority needs within the target area, and the establishment of pilot activities in local schools. School/community workshops oriented toward leadership development and interaction have been instituted.

201

Director
SNAKE RIVER CENTER FOR THE IMPROVEMENT OF INSTRUCTION
2630 North Yellowstone Highway
Idaho Falls, Idaho 83401

PURPOSE

To raise educational standards through a regional staff of specialized consultants.

PROJECT ACTIVITIES

The project is encouraging imaginative teaching, broadening the concept of the function of the school and updating procedures by providing specialized consultants in reading, English, social studies, mathematics, science, guidance, graphic arts, and library techniques. Other projects under the direction of the Snake River Center include (1) a computerized listing of resource personnel, (2) Weber Team Teaching Institute, (3) a graphics workshop, (4) publication of Snake River Centerline, and (5) a workshop series with parochial schools.

202

Director
DARTMOUTH-LAKE SUNAPEE CENTER
c/o Superintendent of Schools
Hanover, New Hampshire 03755

PURPOSE

To demonstrate how a large number of schools in different supervisory unions can cooperatively initiate and develop innovative programs, utilizing available human and material resources, to meet specific educational needs without duplication and at minimum costs.

PROJECT ACTIVITIES

The center has been developed with four components, each representing a different type of regional innovation. A Home Visitor Program aimed at utilizing nonprofessional personnel in conjunction with psychiatrists and school officials deals with especially difficult cases of emotionally disturbed children. An Elementary Science Project has implemented new science materials. A Social Studies Program for grades K-16 coordinates curriculum assessment and reform in one subject area involving personnel from all colleges and schools in the region. A Museum Operative Venture in Education is designed to make accessible to schools artifacts and specimens from an established institution through exhibits, and provides tours and talks at the museum itself.

203

Director
PROJECT BAM
Lane County Board of Education
748 Pearl Street
Eugene, Oregon 97401

PURPOSE

To provide needed guidance, counseling, and health services for deprived children of three Oregon school districts.

PROJECT ACTIVITIES

Counselors and three health nurses operating out of the Lane County Intermediate District conduct hearing and eye tests, note deficiencies in nutrition and attire, and follow up activities through home visits, parent conferences, and referrals to other agencies.

204

Director
INSTRUCTIONAL MEDIA CENTER
Box 38
Pendleton, Oregon 97801

PURPOSE

To provide (1) a loan library of instructional media, (2) a graphic production center for unique teaching materials, (3) a repair and maintenance service for the repair and maintenance of in-school classroom and building electronic teaching equipment, (4) a closed circuit television distribution system covering the schools in the two counties, and (5) a cooperative purchasing program providing evaluation and purchase of teaching equipment related to instructional media programs for the schools.

PROJECT ACTIVITIES

The loan library provides 16 mm films, teaching models, filmstrips, tapes, records, transparencies, art prints, special teaching charts, and standby loan of audiovisual equipment. The graphic production center provides transparency production and audiotape production. The repair and maintenance service provides two full-time electronic technicians to repair all audiovisual equipment sent to the center by the schools. These persons are available to all of the schools for consultant services and development of new media facilities in new or additional classroom buildings. A closed circuit television system has been installed. This system redistributes State network available television programing which has been microwaved to the area.

205

Director
SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT
Clark County School District
Las Vegas, Nevada

PURPOSE

To create and maintain a learners' environment designed to provide educational and social learning experiences which will enhance the efforts of the regular classroom activity. The program is aimed primarily at the disadvantaged student.

PROJECT ACTIVITIES

The project provides inservice training for teachers in remedial reading, pupil evaluation, selective staff recruitment, and pupil identification.

206

Director
COWLITZ-WAHKIAKUM INSERVICE TRAINING CENTER
Courthouse Annex
Kelso, Washington 98626

PURPOSE

To help teachers and administrators update and improve teaching strategies, curriculums, and organization.

PROJECT ACTIVITIES

An inservice training center has been established to assist all the teachers in all the districts throughout two counties. A variety of programs designed to meet staff members' varying levels of sophistication have been provided. Consultants from outside and within the the area are on hand to help teachers understand the effects of their behavior on their pupils' behavior and to interpret feedback under the direction of trained leaders.

207

Director
MONADNOCK CHILDREN'S CENTER
310 Marlboro Street
Keene, New Hampshire 03431

PURPOSE

To provide on a limited basis only services which the individual school systems could not provide or receive. Among these services are psychological, social worker, speech therapy, and consultive services in neurology, pediatrics, psychology, and psychiatry.

PROJECT ACTIVITIES

Project activities include remedial support to the schools, special resource material, demonstration teaching programs, speech and language therapy to children, followup programs to utilize the results of diagnostic evaluations, and conferences with school staffs at the center. Special summer opportunities to benefit and help prepare some children receive a more stable start in the school in September, along with a Words-In-Color program at the high school level are made available.

208

Director
PROJECT ARISE
78 Main Street
Lancaster, New Hampshire 03584

PURPOSE

To introduce the arts and humanities to children in seven School Unions plus all the private schools in the northern half of the State.

PROJECT ACTIVITIES

Centralized workshops are conducted for students and teachers, and a central arts library has been established. Guest artists are presented on tour from metropolitan areas, and mobile vans transport museum artifacts and works of art.

209

Director
CREATIVE EDUCATIONAL LEADERSHIP
County-City Building
930 Tacoma Avenue
Tacoma, Washington 98401

PURPOSE

To provide curriculum development, inservice education, and pupil personnel services.

PROJECT ACTIVITIES

Project activities include an intensive course for junior high school teachers in teaching the Earth Science course, extended study of the health education curriculum, orientation of beginning teachers, training in the use of instructional materials, training for elementary counselors, liaison between pupil personnel specialists and classroom teachers, and an artmobile operating throughout Pierce County.

210

Director
LEADERSHIP INSTRUCTION AND INQUIRY DEVELOPMENT PROJECT
County Courthouse
Port Angeles, Washington 98362

PURPOSE

To establish an instructional program to increase teachers capacity for getting students to think and to inquire.

PROJECT ACTIVITIES

Inservice training, in conjunction with Northwest Regional Educational Laboratory, Portland, Oregon, is provided for teachers. Teachers use videotapes to view themselves in action and develop leadership potential for the training and supervision of other trainees. Outdoor education, cultural enrichment, experimental curriculums, and a graphic arts facility are components.

211

Director
COOPERATIVE AEROSPACE EDUCATION PROJECT
14305 308th Street
Federal Way, Washington 98002

PURPOSE

To explore ways of integrating aerospace perspectives into the established curriculum at all levels. One of the major objectives is to create new interest and enthusiasm for learning.

PROJECT ACTIVITIES

The program includes the study of the impact of the aerospace industry on the social, economic, cultural, political, and psychological behavior of the community. Interdisciplinary in its approach, the program involves the study of history, geography, weather, navigation, chart reading, communication, radio operation, meteorology, geology, math, flight training, rocket construction, and weather observation.

212

Director
PERFORMING ARTS PROGRAM
County Courthouse
Spokane, Washington 99201

PURPOSE

To provide performing arts experiences for students in a remote seven-county region in northeastern Washington.

PROJECT ACTIVITIES

Theater and ballet troupes travel throughout the area, and children are transported to Spokane for symphony concerts.

213

Director
EDUCATIONAL RESOURCES CENTER
South 6th Street
Griffin, Georgia 30223

PURPOSE

To provide curriculum development and cultural enrichment not possible through independent action of rural school systems in seven counties.

PROJECT ACTIVITIES

Project activities include a humanities and fine arts program, inservice training for teachers in the use of audiovisual materials and preparation of media, and consultant help in developing team teaching approaches.

214

Director
UPPER MIDWEST SMALL SCHOOLS PROJECT
University of North Dakota
Grand Forks, North Dakota 58201

PURPOSE

To improve instruction in the schools of a three-county area in North Dakota through utilization of a variety of techniques.

PROJECT ACTIVITIES

Project activities include (1) supervised correspondence study, (2) multiple class instruction, (3) flexible scheduling, (4) use of technological communication, (5) employment of school aides, (6) seminars for able students, and (7) shared personnel.

Director
TENNESSEE APPALACHIA COOPERATIVE FIELD ACTIVITY
114 Clinch Avenue
Knoxville, Tennessee 37916

PURPOSE

To improve education through sharing media.

PROJECT ACTIVITIES

Districts share equipment and teachers for driver's education and secretarial and clerical practices. A microfiche system with a reader-printer is provided.

LOCATION OF SERVICES BY STATES

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Louisiana
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Pennsylvania
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Virginia
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Wyoming
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PREP

No. 13-B

SHARED SERVICES INFORMATION SHEETS

No. 1 - Enrichment Programs for Superior Students

No. 2 - Amplified Telephone Instruction

No. 3 - Programs To Prevent Dropouts

No. 4 - Guidance and Counseling Services

No. 5 - Programs for Exceptional Youth

No. 6 - Instructional Television

No. 7 - Centralized Media Center

No. 8 - Central Libraries

No. 9 - Personnel Recruitment

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Office of Information Dissemination/OFFICE OF EDUCATION

Shared Services
Information Sheet 1

ENRICHMENT PROGRAMS FOR SUPERIOR STUDENTS

Educational programs for superior students in rural areas are confronted with two forms of scarcity:

- A scarcity of enough talented students in a single school to justify the operation of special courses geared to their needs.
- A scarcity of educational and cultural facilities in the immediate locale to stimulate and challenge superior students.

Since talented students, found in rural schools in the same proportion as in urban populations, have few enrichment opportunities, they are likely to add to the already high percentage of gifted students who do not fulfill their intellectual promise.

Curriculum enrichment programs provide the stimulation and challenge needed by the able child to broaden his intellectual interests. Programs have been developed to create an awareness of societal needs that the rural student would not encounter in a traditional setting. Hugh B. Wood, in *The Foundations of Curriculum Planning and Development*, expresses this concept in terms of the student's "recognized need."

> *A recognized need may grow out of one's environment or may be inherent in human nature. (Some) needs result directly from one's relationship in a society, or from the physical environment. Any need, however, which is* recognized by the individual *as a need, provides the stimulus or upset to the equilibrium which sets off the learning process.* [Emphasis added]

The curriculum areas most frequently receiving the attention of existing enrichment programs are the social sciences, literature, fine arts, government, and natural science. Several schools in the Seattle, Washington, area have jointly provided a "flying classroom" for the study of geography, geology, and meteorology. At *Oneonta, New York,* the Catskill Area School Study Council has organized a series of "Saturday Seminars for the Able and Gifted." This program directs the student's attention to "advanced study in science, mathematics, literature, and history." At *Hood River, Oregon,* a bi-State program in art provides teacher training as well as enriched student experiences. Students are exposed to a collection of art at a nearby metropolitan museum and are given extended instruction during the summer months. At *Nashville, Tennessee,* the "Yellow Submarine" mobile science museum takes the "ocean" to rural communities of the region.

Additional information on shared service enrichment programs for superior students is available from:

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AMPLIFIED TELEPHONE INSTRUCTION

Among the difficulties faced by rural educators is the access to resource personnel for stimulating their classes. Another difficulty is sufficient specialized personnel to provide a full range of course offerings. Still another problem encountered by the rural educator is the opportunity to improve his own skills through extension classes and inservice activities. Utilization of the amplified telephone can help overcome all of these problems. It can make the best instructors available to the most remote and isolated classroom.

The Western States Small Schools Project has been active in developing the use of the amplified telephone as an instructional aid in schools with limited enrollment. Among the programs developed is an "Art by Telephone" project at *Mesquite, Nevada.* An art teacher in the Virgin Valley High School uses the amplified telephone with coordinated projectures to teach art simultaneously to students in 11 western high schools in a four-State region. He prepares a filmstrip which he mails to each of the participating schools. Through a conference call telephone connection and a remote amplifier in each school, he then gives directions, instructs, and carries on two-way conversations with any student in the 11 schools.

At *Reno, Nevada,* the Western States Small Schools Project has designed a "Telephone Lecture Series" for teachers, who are prevented from attending evening or extension classes because of the distance, to upgrade their training. At the *University of Nevada,* a course on "Crucial Issues in Education" was presented to personnel from five remote rural communities of the State. College credit was granted to 44 persons during the first presentation. Dr. J. Clark Davis notes:

> *The secret is to send all information to be discussed to the students ahead of time to review at their leisure; then provide question and answer time to follow through with concepts. Vocal interaction is the key to a successful project, but there is no doubt in my mind that the inservice amplified telephone approach has tremendous possibilities.*

In the region surrounding *Stamford, New York,* one teacher has had his students in the classrooms speaking directly with America's astronauts, congressmen, and other notables--all through use of the amplified telephone.

Additional information on shared service amplified telephone instruction programs is available from:

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Shared Services
Information Sheet 3

PROGRAMS TO PREVENT DROPOUTS

Statistics show that rural youth spend less time in school than their urban counterparts. The reasons for this include home environment, personal motivation, opportunity, access, finances, health problems, and adequacy of programs. Many districts are finding effective ways to encourage students to remain in school longer through sharing personnel, equipment, and facilities.

In *Eastman, Georgia,* a shared service project has employed a pupil personnel director to provide service to six school systems. His work with parents and students has resulted in a decrease in negative behavior (dropout frequency, underachievement, boredom, and delinquency). Serving in a consultant capacity, the director is a liaison between the school and other community agencies such as the health department, the child welfare agency, and community action programs. One byproduct of this function has been a heightening of teacher morale "from knowing that someone is available to give needed help."

Another approach to cooperatively providing attendance services is being used at *Lock Haven, Pennsylvania*. A computer center at the local college is used to record attendance, assist in pupil placement, schedule and test students, and report grades to parents.

In *Caldwell, Idaho,* the attendance problems of children of migrant farm workers have received special attention by schools participating in the Educational Development Center. An outgrowth of their efforts has been the employment of bilingual teacher aides and implementation of programed materials suited to the needs of migrant youth.

The Texas Small Schools Project (TSSP) at *Austin, Texas,* has aided local districts in identifying the extent of the rural Texas dropout problem through compilation of statistical data. By sharing information regarding the students who have withdrawn from school, the TSSP has developed a profile of potential "hot spots," enabling the local district to face the reality of the problem in a knowledgeable manner.

Working with parents in the home, providing consultants to aid the classroom teacher with attendance problems, collecting attendance data, and assisting in identifying problem areas are but a few of the services related to attendance that can be provided through cooperative effort.

Additional information on shared service programs to prevent dropouts is available from:

Dr. Ray Jongeward, Coordinator
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Shared Services
Information Sheet 4

GUIDANCE AND COUNSELING SERVICES

A 1968 progress report of public education in America notes that "more than 80 percent of the secondary school students have access to guidance counselors." Apparent to most is the fact that the remaining 20 percent are largely located in rural schools. By sharing guidance personnel, many rural schools are now finding it possible to offer this service. One of the most convincing arguments for adequate counseling and guidance services is found in the 1966 report on *Equality of Educational Opportunity*, better known as the Coleman Report:

> *A pupil attitude factor which appears to have a stronger relationship to achievement than do all the "school" factors together is the extent to which an individual feels that he has some control over his destiny.*

It is through the work of guidance personnel that many students develop a heightened sense of "control over their destiny." Through planning their future with the assistance of trained personnel, students do in fact demonstrate a stronger commitment to their future and the promise it holds.

In its simplest term, guidance refers to the activity of teachers and guidance personnel to present each student with alternatives for the future within the range of the student's capabilities. Frequently the distinction is made between career/vocational counseling and academic behavioral counseling. Numerous shared service projects have involved one or, in a few cases, both.

In *Grand Forks, North Dakota,* the Upper Red River Valley Project has concentrated on five specific areas in which guidance personnel from the project central office could serve pupils and teachers in 63 school districts:

- The development of workshops to train people responsible for vocational counseling in the schools.
- Senior Days, where college counselors and representatives of industry describe opportunities available in their respective career fields to the high school graduate.
- Consultant services for teachers regarding problem youngsters.
- Testing and test interpretation.
- Guidance services for elementary youth.

Elementary guidance programs have been instituted in *Elizabeth, Illinois, Hanover, New Hampshire, Sumner, Nebraska,* and *Walla Walla, Washington.* Additonal examples of guidance-related services conducted by multiple district projects are career selection at *Weed* and *Cloudcroft, New Mexico;* psychological and referral services at *Elizabeth, Illinois;* and a mobile team of social workers, remediation specialists, and clinical psychologists at *Harlem, Montana.*

Additional information on shared service projects for guidance and counseling is available from:

Dr. Ray Jongeward, Coordinator
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Northwest Regional Educational Laboratory
710 S.W. Second Avenue/400 Lindsay Building
Portland, Oregon 97204

PROGRAMS FOR EXCEPTIONAL YOUTH

Approximately 16 percent--160 of each 1,000 students--are classified in the broad category of *exceptional*. Included are those with speech, sight, and hearing defects; the mentally retarded; the epileptic; the crippled, and the mentally gifted.

The provision of educational opportunities for these youths often is ignored. Most frequently they are ignored because any single exception rarely generates enough concern to muster the forces needed to provide special programs. The absence of appropriate programs for the exceptional child in rural areas is more frequently caused by the insufficient bumbers of such youth to make special programs feasible. Some efforts are being made to correct this situation through cooperative projects by several contiguous districts.

Recognizing that handicapped children can be trained to lead productive and self-fulfilling lives, eight school districts in the *Compton, California,* area established an aural education center for handicapped children. Operating on a cost exchange basis and pooling problems as well as solutions, programs have been established for students with cerebral palsy, severe visual problems, and hearing difficulties.

Recognizing a need for a facility to provide special education and training for the handicapped, administrators in a five-county area near *Theomopolis, Wyoming,* established the Big Horn Children's Center. Financed through local district funds and tuition from parents, a boarding school has been established for the educable handicapped.

In *Olathe, Kansas,* and *Keene, New Hampshire,* team approaches have been developed for effectively offering programs appropriate to the exceptional child. Members of each team include social workers, audiometrists, neurologists, classroom teachers, psychologists, and pediatricians. Identified youth are referred by education specialists or the classroom teacher to the team for appropriate educational prescription. Intensive teacher inservice training related to adoption of techniques and materials is an important component.

The Catskill Area Project of *Oneonta, New York,* and the Texas Small School Project of *Austin, Texas,* have established programs to assist the mentally gifted.

Additional information on shared service projects for exceptional youth is available from:

Dr. Ray Jongeward, Coordinator
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Northwest Regional Educational Laboratory
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Portland, Oregon 97204

INSTRUCTIONAL TELEVISION

Television as an instructional medium has received extensive attention in many areas of the United States. Experience has demonstrated that this medium is approprate and meaningful. Often such service has been unavailable to rural youth and adults. Through cooperation and sharing of costs, at least four rural areas have demonstrated that instructional television can be made available to rural residents.

In northeastern *Wisconsin*, Cooperative Education Service Agency 9 (CESA) has formed a nonprofit cooperative offering an economical way to provide public and private schools with 7 1/2 hours of high quality broadcast television each week. A teachers committee establishes the year's schedule of programs "gleaned from the best planned and produced in America today."

In *Umatilla County, Oregon,* schools were unable to receive the State-operated channel due to terrain and distance. Arrangements were made to develop their own broadcast studio and provide programs to each school via cable. Extensive planning led to 5 hours per day of programing available to 22 schools in two counties.

The Supplementary Educational Center at *Stamford, New York,* has installed microwave translators with the objective of involving the parents as well as the students. Says Dr. Frank Cyr, "If you intend to have the program succeed, then schedule what the children are viewing so the public can see it as well."

A fourth instructional television development has been a focus of the Appalachia Regional Educational Laboratory at *Charleston, West Virginia.* Recognizing a need for early childhood education in the region, the AREL developed a half hour daily program for preschool and primary youths. Once each week a mobile classroom visits the rural village and the students "come together" to develop the social learnings essential at this level. In addition, a specialist in early childhood education visits in the home of each pupil to encourage the mother to help her child get the greatest possible benefit from the daily lesson.

Additional information on shared service projects in instructional television is available from:

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Shared Services
Information Sheet 7

CENTRALIZED MEDIA CENTER

With the growth of technology in education, the development of educational packages, and an increased reliance on visual and audio methods of reinforcing the teaching/learning act, the need to make such media accessible to the classroom teacher has gained significance. One widely adopted approach to resolution of this problem has been the establishment of centralized media centers shared by several districts.

Media centers have been established to house and maintain audiovisual and other equipment. Such items as motion picture projectors, slide projectors, controlled readers, opaque and overhead projectors, video and audio tape recorders, as well as duplicating machines and office machines are commonly provided by these centers. Commonly, frequently used film, slides, and tapes are purchased to provide a "celluloid library" near schools which cannot afford to develop such a resource alone.

A less frequent function of the media center is inservice training for teachers in the proper use of media--both mechanical operation and instructional coordination. Providing information on new developments in technology has emerged as a primary task.

The *Georgetown, Ohio,* area schools have developed a Tri-County Supplementary Service Center where curricular materials have been collected to serve 21 school districts. A Comprehensive Regional Educational Services Center has been established at *The Dalles, Oregon,* to serve all schools in a five-county area. By cooperative purchasing of media, "savings up to 25 percent over costs to individual districts have been realized." The more important factor, however, is the availability to districts--and to the youth within those districts--of media and instructional supplies and equipment that a single district would not likely have obtained alone.

With some form of media center existing in each of the 50 States, the desirability of such an operation has become firmly established.

Additional information on shared service projects to provide a centralized media center is available from:

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CENTRAL LIBRARIES

Most States have some form of State library to provide students and teachers with copies of resource and reference works which are too expensive for local schools to purchase. One difficulty with this operation involves the distribution of volumes to the local school at the time the materials are needed. Several efforts have been made to reduce this logistical problem through the use of mobile libraries and early identification by the teacher of those books which will be needed.

The establishment of regional library resource centers has been a more recent practice. In essence, a number of districts in close proximity join forces and stock their own library with materials and volumes appropriate for their needs. An outgrowth has been higher circulation, plus a wider selection of books, at a cost less than purchase by a single district.

The development and research occurring in education today places a mandate on the teacher and administrator to keep abreast of trends and practices. From the needs of teachers in the regions having such a center has come a request for professional library volumes. College staff presenting extension classes and personnel conducting teacher inservice workshops have further recognized the desirability of such a professional library.

A professional library of mathematics materials serves as a basis for inservice courses and demonstration in 15 counties surrounding *St. Cloud, Minnesota*. Selected educational, legal, and technical consultant services are provided for 17 school districts through Project Innovate at *Las Vegas, Nevada*. In *Manistee, Michigan*, a locally produced education journal provides teachers from seven rural counties with educational research data.

Additional information on shared service projects to provide a central library is available from:

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PERSONNEL RECRUITMENT

A major concern of rural administrators and school board members is the hiring of qualified staff. Typically, the teacher in smaller schools has less formal training and less experience than does the teacher in a metropolitan school. Efforts to secure more competent candidates for staff service units have found personnel recruitment to be a particularly appropriate function of their operation.

Cooperative Educational Service Agency No. 10 at *Plymouth, Wisconsin,* has designed and produced an attractive brochure describing advantages of teaching and living in the area. Through wide distribution to teacher placement agencies and colleges, the brochure invites teachers to submit applications for teaching positions to the agency. The agency, in turn, advises local administrators of personnel who have indicated a desire to teach in the area.

An important consideration lies with the professional appearance of the brochure which can be designed and produced in volume at a relatively inexpensive cost. The quality design of the brochure creates a positive impression--that very important first impression--resulting in a stronger commitment to teaching in the region.

Through this approach to recruitment, local administrators and board members are provided a much wider and more highly qualified list of candidates. An additional advantage to a central shared service agency is the relief from the time-consuming activity of preparing and mailing vacancy notices. This permits the local administrator to spend more time on immediate concerns of his school.

Additional information on shared service projects for personnel recruitment is available from:

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CONSULTANT SERVICES

A variety of developments--use of new educational media, the realization that exceptional children can be educated, the availability of Federal assistance, the increased specialization by elementary teachers in a variety of curricular areas, and the design of newer instructional methods--have made it desirable for local school districts to retain consultants in many specialized areas.

Consultants in each of the curricular areas, coordinators for Federal- and foundation-sponsored projects, specialized personnel, and administrative assistants are examples of the newly defined, high priority positions in school districts. The problem confronting the small school district is an inability to provide all these services because of a scarcity of financial resources and an inability to attract such personnel to a remote or rural area. Interdistrict cooperation--through shared services--in a number of regions has clearly demonstrated that this problem can be overcome and the services can be provided.

The Northeastern Utah Multi-District Educational Cooperative at *Heber City, Utah,* provides special consultants in language arts and mathematics to its constituent districts. Consultants are available on request to one or more teachers, an entire school, an entire department, or an entire district.

The Snake River Center for the Improvement of Instruction at *Idaho Falls, Idaho,* is attempting to "raise educational standards, encourage imaginative teaching, and broaden the concept of the school's function" by making expert professional assistance available to participating districts.

By utilizing expertise available within the service region, the CORPS for TIM project at *Everett, Washington,* has shown that many supportive services are within easy access of the local school. Administrators and staff often overlook the area residents who can be utilized effectively.

Additional information on shared service projects to provide consultants is available from:

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PREP

CURRENT
RESEARCH ON
SHARED
SERVICES

No. 13-C

The following are some of the latest documents on shared services entered into the ERIC system. Abstracts of these documents appear in recent issues of the monthly abstract journal *Research in Education*, and copies of the documents may be ordered from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014 at the prices mentioned in the citations.

Development of Guidelines for Cooperative Purchasing Agencies and Procedures for Public School Districts. ED 029 485. 53 p. MF - 25¢; HC - $2.75.

Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969. ED 030 402. 46 p. MF - 25¢; HC - $2.40.

Shared Services: Opportunities for Small Schools. ED 027 132. 40 p. MF - 25¢; HC - $2.10.

Criteria for Centralized Warehousing Procedures in Public School Districts. 59 p. MF - 25¢; HC - $3.05.

Cooperative Agreements Between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements. ED 025 864. 44 p. MF - 25¢; HC - $2.30.

Cooperation: A Key to Urban Teacher Education. ED 032 255. 46 p. MF - 25¢; HC - $2.40.

Pupil Personnel Services Workshop: Developing a Team Approach to Pupil Services. ED 032 579. 116 p. MF - 50¢; HC - $5.90.

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